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# THE AMERICAN School Board Journal

A Periodical of School Administration.

NOVEMBER, 1939

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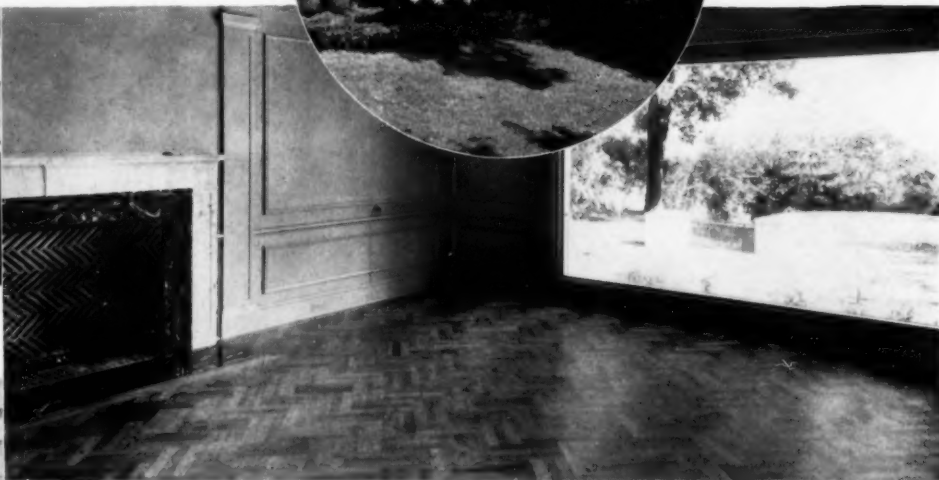
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# THE AMERICAN School Board Journal

NOVEMBER,  
1939

Central Office:  
66 E. SO. WATER ST.  
CHICAGO, ILL.

Eastern Office:  
330 WEST 42ND ST.  
NEW YORK, N. Y.

A Periodical of School Administration  
Published on the first day of the month by  
THE BRUCE PUBLISHING COMPANY  
540 No. Milwaukee St. Milwaukee, Wisconsin

Pacific Office:  
580 MARKET ST.  
SAN FRANCISCO, CALIF.

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## An Apple for the Teacher

It was beautiful to see little Johnnie or Annie bring an apple to the school and present it to the teacher. But, in one New England town, this traditional custom has been banned. The school committee ruled that pupils must not bring presents to the teacher.

The committee held that there were other little Johnnies and Annies who could not afford to buy the good will of teachers. The local editor commented as follows:

"The ban on the historic method of courting teacher's good will is a result of the school committee's belief that all children should receive the same consideration in the classroom and that gifts by the sons and daughters of the more fortunate families ought to be discouraged.

"Not all readers will agree, particularly not those who remember their own teachers and recall that very seldom were they influenced by apples, bouquets of flowers, and other symbols of childish affection."

The action of the school committee, however, involves a principle which goes beyond the classroom. There may arise in the administration of a school system, situations where the good will of officials is sought by commercial interests through what might be called a mild form of bribery.

The Federal Trade Commission recently pointed out instances of unfair Trade practices in the school seating industry. These included the acceptance of favors and courtesies which were designed to tip the scales of a bargain, regardless of price and quality of the articles involved. After all, merit for the educational objectives of the school rather than favoritism must control.

If then the schoolma'am is obliged to buy her own fruit, she must not enter a protest. And that applies to school executives and school-board members as well.

THE EDITOR

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SUBSCRIPTIONS. — In the United States and possessions, \$3.00 per year. In Canada, \$3.50. In foreign countries, \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

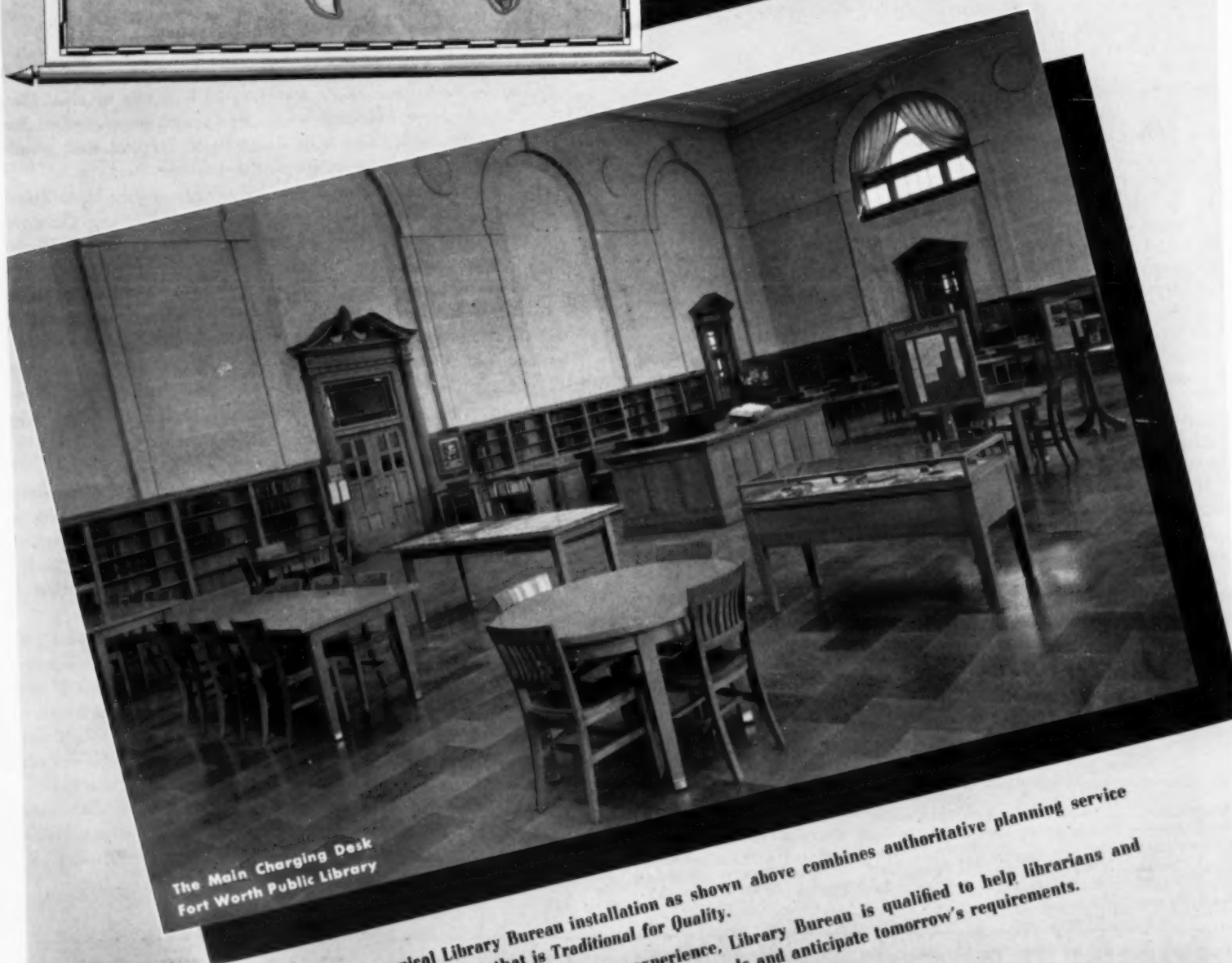
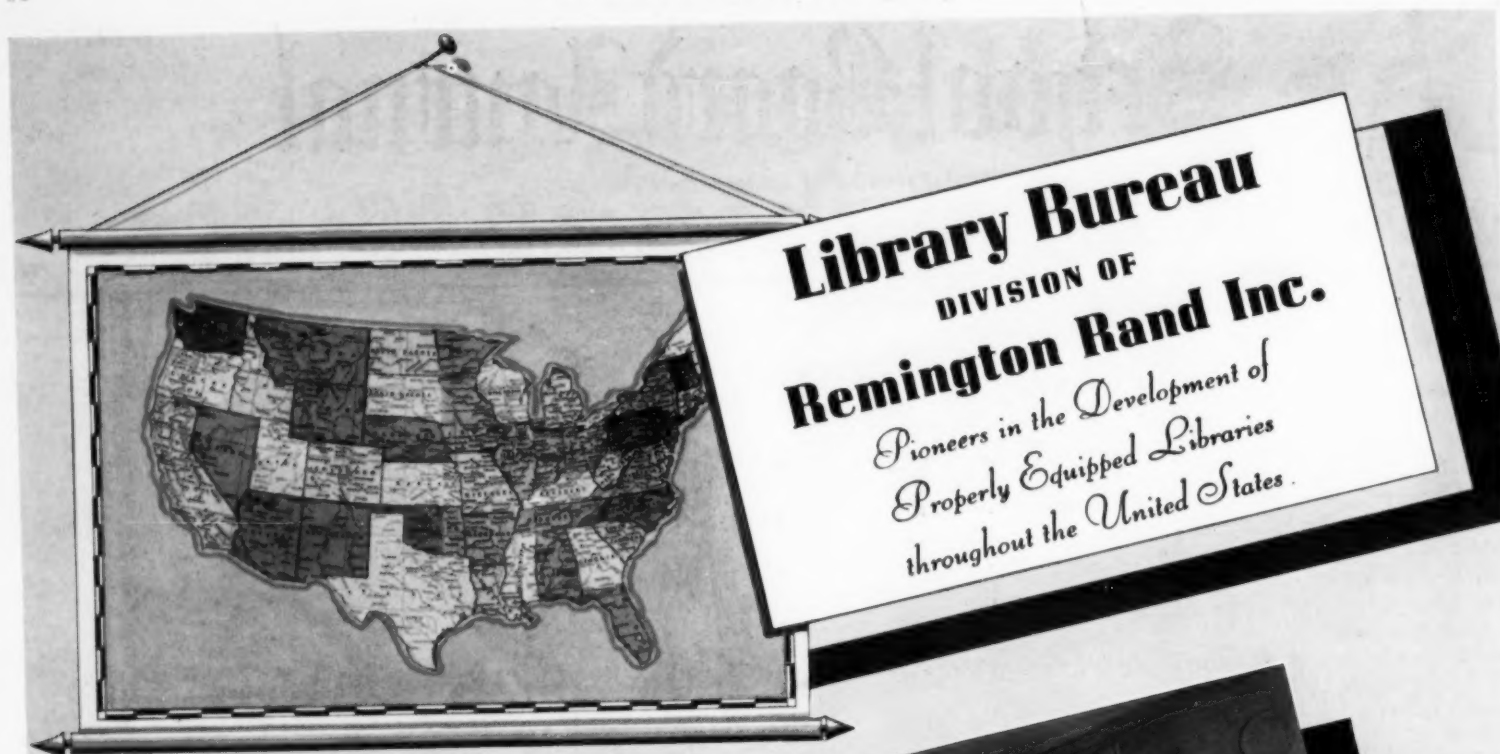
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EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the "Education Index."

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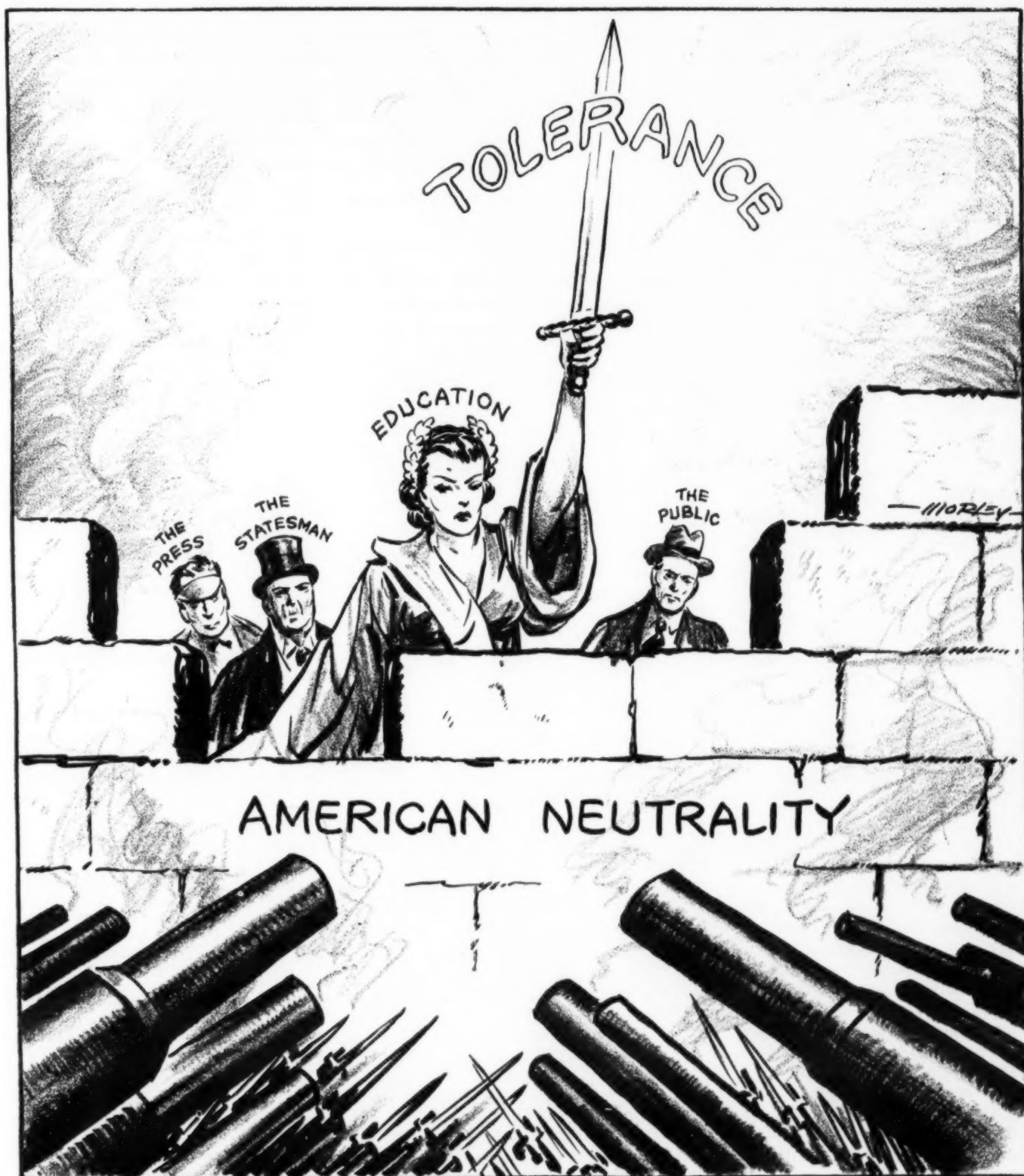


# THE AMERICAN School Board Journal

Volume 99, No. 5

NOVEMBER, 1939

Subscription, \$3.00 the Year



AT THE BARRICADE!

# Compulsory Teacher Retirement

Arthur G. Hoff, Ph.D.<sup>1</sup>

Compulsory retirement of persons engaged in public education has become in recent years a troublesome issue in the minds of the public and of persons entrusted with the administration of educational services. The problem is augmented by the continued efforts for universally applicable retirement schemes.

If this issue must be met in the near future, it is paramount that it be solved in an intelligent manner and with the rights of the public and of the employees in mind. Let us see what the opinions are of persons who have retired under existing teacher-retirement systems and of persons who are 50 or more years of age and still in active teaching service. The author made a study of such persons in the states of Minnesota and Wisconsin. Replies were received from 957 or 40.5 per cent of the annuitants and 826 or 29.7 of teachers who were at least 50 years of age and still in service.

According to the opinions of these persons, who are in position to exercise judgment with immediate experience and personal interests at stake, compulsory retirement is a controversial issue. There is a lack of majority of opinions on either side. However, a larger proportion of them favored than opposed such a regulation. Of the annuitants 40.7 per cent favored a compulsory retirement age; 33.9 per cent opposed it; and 24.1 per cent were undecided. For the teachers who were 50 years of age or more and still in service, the figures showed a more definite conviction regarding the issue. Forty-four per cent favored a compulsory retirement plan; 39 per cent opposed it; and only 16.3 per cent were undecided. In case of both the annuitants and teachers approaching retirement age, a greater proportion of the men than of the women favored compulsory retirement; the percentages approximated 50.

## Opinions of Administrators

When the question of fairness to society and the individual teacher was considered, the teachers who were 50 or more years of age were equally divided in their opinions; 40 per cent felt that such a plan would be more fair to society; and 40.3 per cent felt that a compulsory-retirement-age plan is unfair to the individual. Annuitants in the two states showed a tendency to believe that the fairness to society slightly overbalanced the unfairness to the individual teacher; the percentages were respectively 40.8 and 37.5. In case of both the annuitants and members, the men were much stronger than the women in the belief that a compulsory-retirement-age plan better serves society and a smaller portion of them felt that it was unfair to the individual.

The administrators in the states of

<sup>1</sup>La Crosse, Wis.

Minnesota and Wisconsin were considerably more in favor of a compulsory retirement age. Of the 387 administrators, which comprised approximately 30 per cent of the total number in the two states, 63.6 per cent favored such a plan; 28.4 opposed it; and 8.0 per cent were undecided. The most frequent reason given by administrators for favoring a compulsory retirement age was "inefficiency after a certain age." Others in order of frequency were "more fair to society," "make room for young," and "old teachers lose zest." For those who opposed it, the reasons given in order of frequency of mention were, "age not a factor," "many old teachers are efficient," and "individual differences."

## Suggested Compulsory Retirement Age

The optimum compulsory retirement age according to 1,303 persons composed of annuitants, members of over 50, and administrators is 65. Thirty-four per cent suggested this age, and ages 60 and 70 ranked respectively next in order of frequency of mention with percentages of 16.1 and 13.7. Persons engaged in higher education suggested age 70 most frequently, and retired members gave this age second place. Persons in the higher brackets of office tended to suggest higher ages for compulsory retirement.

## The Charge of Inefficiency

In addition to giving their opinions of the issue of compulsory retirement age, the administrators in Minnesota and Wisconsin were requested to list their inefficient teachers or administrators according to age levels. Tabulations and analyses of the reports from 592, or 42.2 per cent, of the entire group of administrators in the two states, revealed that the largest amount of inefficiency existed in the age brackets below 30. The percentage of persons in this age level who were considered inefficient was 2.9 per cent. This age group composed 28.3 per cent of the 12,489 employees included in the reports. The proportion of teachers in the 65-year age level or above was only 2.2 per cent, with 12.5 per cent of them considered inefficient. In the 60- to 64-year age group the percentage of inefficiency was 5.5. Mathematical analysis reveals that the problem of inefficiency at ages above 65 is approximately one fourth as serious as it is in the age level below 30.

## Causes of Inefficiency

The most frequent cause of inefficiency as given by administrators in reporting 291 cases was "weak personality," "ill health," ranked second, and "old age" ranked third, with "laziness," "incapacity to adjust," "incapacity," "lack of interest," "lack of preparation," and "unwilling to adjust"

ranking respectively next in order. Relating the cause of inefficiency to the position and age of employees revealed that "weak personality" was dominant for all positions and age groups up to 60 years of age. For those above age 60, old age was the main cause of inefficiency.

## Adjustments

The administrators were requested to list the adjustments effected in cases of inefficiency, and this was reported for 182 cases. In 96, or 52.7 per cent of the cases, no adjustment was made, and in 35.7 per cent of the cases, the inefficient persons were dismissed. In only 3.3 per cent of the cases was the person given other work, and for 2.2 per cent, the salary was reduced. Relating adjustment to age showed that dismissal was effected a great deal more frequently in the lower than in the higher age groups, while "no adjustment" was found with about equal frequency in all age groups.

## Conclusions and Recommendations

1. The issue of a compulsory retirement age for the teaching profession is controversial, but the trend of public opinion and the opinion of persons affected by such a regulation are toward its approval.
2. The seriousness of the problem of inefficiency due to old age, according to this study, is greatly exaggerated from the public point of view, possibly because of isolated cases.
3. The problem of inefficiency due to age will be solved in the major part with the institution of adequate provisions for retirement.
4. The rights of the individual and society may be safeguarded by one or a combination of the following plans:
  - a) Half-time active employment at age 65 and complete retirement at age 70. This plan was suggested by a university president and affords a gradual adjustment to the retired status.
  - b) Tenure may be withdrawn at age 65 where such a regulation is in effect. The State of Wisconsin has now adopted this plan.
  - c) Retirement mandatory at 65, but competent persons may be retained upon special request of local board of education.

## VALUE OF RECREATION

Recreation is a social activity. Recreation builds and rebuilds body, mind, and spirit, attitudes, and abilities. Recreation may be passive or active, it may be constant or periodic. To be truly educational, recreation must be planned; it ought to be participatory; it involves standards, plans, processes, and results.

No one outgrows recreation. Its contributions to youth maintenance, to mental health, to the ability to carry a constant work quota are exceeded by no other influences. Education that lacks recreation may produce a graduate totally academic, nonsocial, tense, poorly poised, and generally lacking in the qualities of good sportsmanship. Upon no aspects of individual development does recreation have greater influence than upon character and personality.—Vierling Kersey, Superintendent of Schools, Los Angeles, California.



# State Organizations of School Directors —Why and What<sup>1</sup>

Herbert J. Stockton<sup>2</sup>

While the framers of the Federal Constitution did not mention education in that document, it was not necessary for the passing of more than a few decades to bring home to our thinkers and the people the conclusion that a free public-school system must be an indispensable adjunct of the theory of our social order predicated by the form of the Federal Government. Under the Federal Constitution, in accordance with a clause reserving to the states powers not expressly delegated to the Federal Government or prohibited by the Constitution, the excursion into the field of popular education became a matter for state action.

As a consequence, most states, in a brief but sweeping clause of their fundamental law, have vested sovereignty over the schools in their lawmaking bodies. The pattern which the various states followed in the administration of a school system has been much the same. Quite generally, in response to a strong local interest in schools, grants were made delegating a major measure of control to primary political segments. Thus, we note, sketchily, the creation and existence of the instruments whereby public education is administered.

We need to note, also, that devices are adapted to a theory and not theory to devices. Devices are never perfect means of translating theory into reality and hence undergo a process of adaptation under the stress of trial. The unending grist of school laws, year after year, is more or less an effort to adjust the mechanics of operation.

We need, further, to note that there are those who challenge the existing scheme of administrative distribution and scoff at it as outmoded and in need of replacement. There are those who openly aver that local control no longer has the capacity to meet the demands of the modern school or the projected school of the future — that there is too wide a gap between the status of the backward and the most advanced. So they urge that some larger unit, such as the state, must, in the interest of equality of opportunity, displace them in totalitarian fashion. There are also the extremists of uniformity and standardization who would push the operation of the schools over on the lap of some bureau of the Federal Government.

Fortunately, the criterion of uniformity does not weave its spell on all our people as it has in other lands. It is not an all-embracing or exclusive formula. There are the basic conditions of progress to be con-

sidered. The criterion of progress is variation from the norm. It is a law of nature from buckwheat to humans. Every great forward movement in our schools can generally be traced to some daring adventure of a local district. The lesson for us to remember is that devices are not sacred. They must contain the elements of adaptability as the scene of action changes or they perish. There can be no question that the district plan is under considerable heat and that its friends must be on guard.

We need, also, to remember there are no constitutional checks or barriers to be surmounted before a legislature under, perhaps, the lash of a ruthless, power-mad governor, may do away with the whole scheme of district autonomy. Only the deep, embedded bias and devotion of the people to the tradition of local self-management, and the fear of affronting that tradition, stave off such a threat.

## The Rallying Point of School Boards

The states, in their supreme capacity, as you know, differ among each other as to the form of local agencies they create to operate the schools, as to the codes which prescribe limitations and mandates on districts, as to the methods and amounts of financial assistance paid as subsidy to local units. But it is the common identical relation of districts to the sovereign state in all these matters that provides the rallying point and the natural logical bond of union of school directors in a central organization.

At no place has the heavy hand of the state made the local units more conscious of pressure exerted upon them from above than in fiscal matters. As the states, increasingly it seems the past few years, put added burdens upon the districts by mandatory laws, such as minimum salaries, without serious thought how the school boards can meet them, it has been a boon to the development of state directors' bodies as offering the best medium to combat these practices.

Many of these mandates are forward looking and inherently right, but there is a limit to the load back home. A united front of school boards is demanding that the state must bear or share the outlay of its prescriptions. The practice of shouldering cost dictates on others — dictates not self-imposed — has in some cases proceeded so far as to approach an abuse of power. The power to tell what to spend as well as the power to tax is the power to destroy. Last year, the Pennsylvania State School Directors Association served notice that these abuses must stop. The legislature must have paid heed for no laws of this kind were passed.

While, legally, school boards are but

agents of the state and exist only by sufferance of this higher power, we fall into error if we think of the state as a separate entity apart from the local district and wielding the arrogant power of an overlord. This is not a relationship of master and slave. The citizens of the district are also citizens of the state and collectively can exercise control over the state's policy toward the district. The same people whose will dominates a subdivision may also bend the head of the hierarchy to their will. A survey of the realities of this relationship, then, brings us to the conclusion that school boards measure in stature as partners in the educational enterprise.

From this standpoint, school boards meet not as suppliants in their state convention but with the dignity of upstanding equals free to voice their views, to criticize, to commend, to seek to correct or promote the policies of the Commonwealth. This is as it should be if there is to be mutual understanding and the maintenance of a balance of power between the parties at interest conducive to public-school welfare.

School directors are lay representatives chosen to provide the type of education the community thinks it should have. As elected officials they seek to carry out the will of the people in their districts, they must, also, think of a dual capacity — a capacity as agents of the state. The capacity as state agents conditions the service they can render officially. There is need of an alert awareness on the part of directors and citizens that the purely local era of school administration has passed.

## School Boards Must Lead

Directors, as intermediaries between the state and their localities, are not doing their full duty and are not meeting what is expected of them by their people unless they take the initiative in leadership in representing the opinion of their school areas in molding state policies affecting such areas. State administrations and state departments of education ordinarily want to know and welcome the mass views of school directors. Directors, are naturally, closer to the prevailing school sentiment of their people than school administrators or teachers.

May I here quote a significant sentence from H. E. Stacey, president of the North Carolina School Board Association, in an address at Teachers College, New York, August 4, 1939. Mr. Stacey said, "When the people leave the matter of school legislation and school policy entirely to those professionally interested, they usually find that centralization and standardization have been the result." A sincere central body of school directors interpreting school

<sup>1</sup>Delivered at the Convention of the National Association of School Boards and School Board Members, Knoxville, Tenn., September 19, 1939.

<sup>2</sup>Member of the Board of Education, Johnstown, Penn., and former president of the Pennsylvania School Directors Association.

problems, frequently, comes nearer, I am sure you will agree than any other group to being the voice of the people.

As a state organization, we directors must keep our eyes on the ball—that is, we must examine every proposal, every act, to see if it will contribute to good schools. We have no other official claim to existence. Only unselfish, high-minded men and women have any business to serve on school boards. To the credit of school boards, eminent authorities agree that they have done the best job of all forms of local government. A state association of directors will have a decisive influence just so long as it sticks to the main objective and avoids any semblance of a "pressure group." Fortunately, the transient nature of school boards and the lack of personal ends or gains to be served form a premise that seems to exclude state school-board associations from the category of pressure groups.

We want to define and carefully observe the peculiar areas belonging to supervision and administration. We want types of executives worthy of large fields of freedom of action. We need and will be guided by the sound thinkers and professional leaders of education. We welcome them to the platforms of our conventions. We are interested in the welfare and security of our employees up to the point that they do not interfere with the welfare of the children. We are particularly interested in any information or advice that will improve the technique of school-board functioning. School-board members are disposed to call a convention good or bad to the extent that they can take something definite home with them. Our state associations deal with a special field of administration and should, as great central service stations, through all the agencies at their command, such as conventions, reports, bulletins and periodicals, render valuable help to their members.

State school directors associations must be concerned about raising the level of school-board member personnel. A higher grade of school-board member will do much to quiet the attacks on local control. In Pennsylvania, we are asking for the non-partisan election of school directors, so that the emphasis may be transferred to the qualifications of the candidate rather than his party affiliation. There is much merit in the suggestion that special election days be set aside for the selection of school directors. I note the California Association has drawn up an excellent code of ethics for directors. We must both discipline and improve our ranks.

State school directors associations must do something about the limping brothers who go about on crutches. I refer to the "too small districts." Research has clearly established the minimum attendance areas for district competence. The emergence of the high school has outmoded the narrow confines of thousands of school districts. There is a seeming reluctance of state associations to take a hand in this problem



Mr. Herbert J. Stockton  
Member, Board of Education,  
Johnstown, Pennsylvania

which should concern them vitally. The more self-sufficient and self-contained districts capable of administering an elementary-high-school program capable of standing on their own feet educationally and administratively, there are, the less will be the dissatisfaction and criticism leveled at the district plan. It is mostly the districts whose human and financial resources do not permit a well-rounded program and a well-knit organization that low standards and slovenly, unsatisfactory conditions prevail. They are pointed to as the awful examples of the consequences of home rule. All sorts of compromises and devices must be resorted to in order that pint-sized districts may be made to work. The stubborn resistance of this problem to solution invites an ever present temptation to apply some wholesale simplifying process. The best protection against tampering with local autonomy is the organization of units of administration adequate to function as an organic whole.

### The Pennsylvania Association

Having established in our own way the high lights of the "why" of our topic, we now pass to the "what," a more narrative type of presentation.

Most state associations of school boards begin with a simple skeleton type of organization somewhat like a meeting of citizens called to discuss some matter of immediate importance. There are officers who conduct whatever business there may be between conventions and whose principal duty is to prepare the next convention program. There are resolution and legislative committees who are selected rather haphazardly at convention time and who whip together reports as hastily as time permits. The chairman of the legislative committee is the contact man during sessions of the legislature. Being a busy man in his own affairs, he can devote only a day now and then to association duties. Efforts for in-

creasing membership depend almost entirely on a letter from a part-time secretary to the school board, inviting them to join.

Primarily, this type of organization—and my source material is Pennsylvania—is purely the convention functioning type. The convention does bring inspiration, new ideas, and valuable suggestions; but it is lacking in the durable, dynamic qualities that influence and form public policies. The convention generates tides of enthusiasm on proposals that fade away to the vanishing point because there is not the machinery behind them to carry through.

For forty-one years, the Pennsylvania State School Directors Association followed the convention pattern. In 1937 we woke up, modernized and streamlined our frame of control. Under the new setup, there was created a governing board of directors apportioned to eight separate regional districts. The treasurer was a banker in Harrisburg. The board of directors appointed a full-time executive secretary, with offices and clerk at the capitol city. A Legislative Council, composed of delegates from each county and district superintendency, was created to get a cross section of views in working out a legislative program. It happened to be my lot to serve as president in 1937-38. I was on a win-or-lose spot. Survival of the new plan depended upon increased membership at increased dues to support the additional costs.

With the aid of the directors and the new secretary, we went to work. We bombarded directors all over the state with appeals. We went into nearly all of the county conventions and gave them impassioned talks on membership. When we checked our membership at the convention, we were over the top. Twelve hundred members was our goal. We had 1,368. I was retained as president, so I was told, in 1938-39 to complete the job. Our membership today is 1,661—two thirds of the school boards of the state—and more than double the number before streamlining took place.

We run a budget of more than \$10,000 a year and from the services we are rendering and those we still hope to give, our local boards, I believe, are willing to increase the dues. I hope to see our quarterly "Bulletin," which we started and send to all directors, improved and enlarged. I hope to see a research secretary added to the staff who will examine all problems and proposals from the standpoint of sound school policy as it affects the interests of the local districts.

### Not Militant from Choice

At the beginning of this new regime, and before we could get set to function, our teacher organizations, who are very powerful and had perfected their organization years in advance of ours, jammed through the legislature a teacher-tenure act that went beyond all bounds of any similar act elsewhere. We were, at the time, in no

(Concluded on page 83)



# The Library Calling all School Administrators

Margaret Kessler Walraven<sup>1</sup>

"A group of thirty or more is taking a graduate course with Dr. . . . . of the . . . . . University," read a recent letter addressed to me. "The topic under consideration is *The Library on Secondary-School Levels*."

"The instructor and members of the class have expressed the hope and wish that we may have present for an hour or more a person who is now serving in the capacity of librarian in a successful high school. We would be honored to have you with us if you have the time and inclination to come. Of course you can easily forecast the type of questions a group of school administrators will ask a high-school librarian."

At the prearranged hour, I appeared before the group. Thirty men jumped to their feet—not a woman in this roomful of educators. All are employed in adjoining counties, for this is an extension class to which the professor journeys once a week from his university campus.

Could I anticipate the questions school administrators would ask? Hardly. I knew by the letter that a progressive instructor was in charge, for none other would bring in a librarian for questioning. Once upon a time I had asked one professor of education to let me or any other librarian discuss the library and its possibilities in the high-school program, with his classes in administration. He agreed unenthusiastically, but I never was invited. But here was an invitation unsought!

At the head of the table where the leader of the group and his panel sat, familiar books on school library service were scattered about. Almost immediately, the questions began:

Which are to be preferred—open or closed stacks?

Should library attendance be voluntary, or should there be a library-study-hall combination?

Who selects the books for the high-school library?

Should libraries provide fiction, hobby, and other leisure-time books?

How much visiting of classes do you do to find what the teachers are doing?

What about reading reports and required reading?

How do you teach students to use the library?

What general advice should you like to give to this group?

Telling school administrators was a novel experience. I disposed of the first problem quickly by declaring myself in favor of open stacks, discounting the objections of some over the possibility of heavy book losses by pointing to the desirability of only one door for exit at which students should be required to show all books in their possession as they passed from the library. This is done as a matter of form at most public libraries and is most impersonal. Freedom in sampling many books, in

searching for elusive information, in learning independence in research is a characteristic of modern secondary-school libraries. Better to lose some books than to keep many on the shelf unread.

## Separate Library Best

The library-study-hall combination was next considered. That arrangement has good as well as undesirable features. The plan is feasible surely for a school with limited enrollment. For the large city or consolidated school, expensive equipment necessary for the operation of a successful library must go as far as possible. Few libraries are physically able to take care of three hundred students at one time plus those who come from classes for library service. And yet that number is in the study halls every period of the day in this school of 2,300 to which I am assigned. The study-hall arrangement is bad if it does not allow whole classes to be brought to the library for library instruction, for work periods, for book selection, or the sending of students from classes as the teacher finds necessary. *The library for library work* is an economy measure necessary in large schools.

True, under this plan, some students never come to the library and many are lost forever to the cause of more and better reading. They never receive training in leisure-time reading—which brings me to my real thesis and my message to administrators: Teachers must be librarians too!

The modern secondary-school library rises or falls with the cooperation or lack of it of the faculty and with that faculty's alertness to library possibilities in their subject fields.

Library-trained teachers! That is the answer to all other library questions. Teacher-training institutions will, we hope in the not too far-away time, consider training in the use of books and in simple library techniques as essential as the history of education or other required courses. A library-trained or library-minded principal is another *must* for the successful administration of a school library. In *School Library Yearbook*, Number 5 (A. L. A., 1932), is this pertinent paragraph:

Probably the most important factor in planning the school library program is the principal of the school. Where the principal enjoys books and is educationally alert, the library in the school can become a vital part of the organization, reaching into the classroom with effective service. Teachers respond to this attitude of the principal and in turn encourage the children to read eagerly and widely. The entire school hums with interesting problems which are being solved through books.

Book selection, our next problem, suggests interesting possibilities. The ideal teacher helps select books not only in his field but for leisure reading as well. At the librarian's first request for teacher participation in this aspect of education his awareness of new titles is evident. His students, too, have a part in designating titles. They discuss new publications, read



*The School Library is the ideal means of introducing children to books and developing habits of study.*

<sup>1</sup>Librarian, Technical High-School Library, Dallas, Tex.



*Independence in Reading and Study are developed in the School Library.*

(Underwood, Photo.)

book-reviewing periodicals, visit bookstores, and become book conscious.

In every school, however, there are teachers who have never asked for a book, who never come to the library, whose pupils slide through school without having been introduced to libraries and their resources. (And there are those who ask for books and never use them.) Of course, interesting all students in books is an impossibility. Some people never learn to like to read. And yet a sullen boy who came with his English teacher and an entire class to browse about and who declared belligerently, "Never been here before; don't like to read," and who rejected title after title brought to his attention did brighten a bit when *Our G-Men*, by Crump was offered — not very subtly — to a boy standing near him, with the comment "A blood and thunder story, but the boys seem to like it." We noticed covertly that the book changed hands — not very gently — and that the belligerent one checked it out. The same boy took Driggs, *The Pony Express*, a month later and seemed to like it. He may never be enthusiastic about books, but at least he has found some he *can* read.

#### Accessibility Helps Reading

Accessibility is to reading what propinquity is to marriage, and is the answer to the problem whether libraries should provide fiction, hobby, and other books for leisure reading. A young man in an evening class told me, voluntarily, after a visit to the public library with the class, that he had never been inside a library before. "And I'm twenty-four," he said. "In my school we didn't have a library, and since then I haven't known how to go about

getting into one. Now it seems pretty easy." He obtained a library card and has told me of several excellent titles he has read.

"How often do you visit classes?" was the next question, asked by a superintendent of schools who is admittedly a library enthusiast. Now a lot of groundwork must be done before a librarian is welcomed into the classroom by teachers. A librarian can suggest to teachers that she would enjoy being on hand to hear book discussions, that she'd like the class to question her about resources in certain fields; but uninvited visiting without prearrangement smacks too much of supervision, unless the teacher is library-trained or the principal has suggested in faculty meeting the desirability of the librarian's visiting classes to see how she may help correlate the library with classroom situations. Alas too, one librarian in a school of 2,300 students has little time to go gadding about to classes. What happens to all those people in the library who need help and guidance and countless informal lessons on finding things?

This pronouncement did not suit Mr. Superintendent. Quickly he reached for Heller and LaBrant's book and read aloud:

The superintendent of a large city school system was investigating the work of an experimental school. After making notes concerning the curriculum, teacher assignments, and equipment, he questioned a teacher of English in the school. "You cannot think your school is ideal," he said. "If you could improve your program or your situation in any way, where would you begin?" The English teacher thought a moment and then replied, "I would add to the staff." "So," said the administrator, "you would have more teachers of English," and he began to make a further note. "No," interposed the teacher, "we are somewhat overworked, but I would not add another teacher of English; I would add a librarian or two."

The other questions, What about required reading? How to teach students to use the library? go back to our major thesis — library training for teachers. Required reading does have an ominous sound. But it can be motivated. In this year of limited budgets I have often mused sadly over an unread row of Roosevelt's *Letters to His Children* — some twenty copies I had inherited. (Twenty copies of one title in a monotonous row brought this question: "Do you have all these because they're good or because they're good for us?")

To an enthusiastic history teacher I took my problem. "No money for the books you want; books here nobody wants. See all these Roosevelts." "I'll use them next week," she promised, and true enough "Write a character sketch of the man, Theodore Roosevelt" was an assignment given her classes. Every biography of Roosevelt, letters and all, left the library. "I wish I had a daddy like that," wrote one student wistfully. "Imagine drawing pictures in a letter to his kids."

#### The Teachers Must All Help

Teaching students to use books and libraries, then, is a task no librarian can do alone. Isolated, unmotivated library lessons have no meaning to either pupil or teacher and are a waste of the librarian's limited time. But library lessons correlated with classroom activities are meaningful and provide an experience that carries over into adulthood.

Miss Turner, a teacher of senior English, departed from tradition this term when she allowed her students to select for their term paper any author who interested them. One boy took Hamlin Garland because he had liked him ever since reading *Boy Life on the Prairie* in his freshman year. Zane Grey, Will James, Hardy, Scott — interest was the prerequisite. After discussing library materials with the class, the teacher found that they were a bit hazy as to where to look for additional information after exhausting possibilities of card catalog and general reference books. The group came to the library for a brief explanation of *Wilson's* pamphlet files and special reference books. The location of the reference room at the public library was discussed, its daily hours, and its arrangement. The regulations of the university library were mentioned as well as the extension loan service of the state university.

Most of the students entered into the project heartily. Little help did they require in their searching. The public librarian commented on the intelligence of their research. Knowing that one young man had chosen Robert Sherwood, I was pleased to read of that author's being awarded the Pulitzer prize in drama for *Abe Lincoln in Illinois*. As that student entered the library the morning the local papers carried the announcement of the winners, I hurried to him with the morning paper. "Did you know your author won the Pulitzer prize?" I questioned. His eyes

(Concluded on page 84)



# Public Relations Through Radio

J. E. Nancarrow<sup>1</sup>

The fundamental purpose governing any program of public relations should be "to keep the public informed concerning their investment." To the taxpayer, this investment is in the nature of "dividends to be expected from cash which has been invested"; to the parent, it is in the nature of "growth and development expected from his priceless capital—the child." "Where a man's investment is there his heart is also," is a maxim which has never been disputed. Hence, both the public and the parent are interested in what is taking place in the school.

The importance of the radio as an educational medium, both for the pupils and for the public, can hardly be stressed too much. Margaret Harrison<sup>2</sup> has ably presented the case to the administrator in the following statement: "In an age of momentous changes, such as characterize events taking place in the twentieth century, appear new institutions and agencies that require a readjustment of our educational institutions, our curriculums, our programs of instruction, and our methods. Perhaps no new inventions and subsequent developments have had a more far-reaching effect than the motion picture and the radio. Moreover, the more significant of the two is undoubtedly the radio. It is hard to believe that the first radio broadcast took place less than two decades ago, and that for the first decade of its history the radio was regarded as a fad, a plaything for our leisure hours. Before we were aware of what was happening, we discovered that there had developed, under our very eyes, one of the most potent educational influences of modern times." This influential agency can be made a powerful force for better home-school community relations if wisely used.

The practical schoolman must be alert to the applied psychology involved when "my Johnny performs." He knows that, as a stockholder in the school enterprise, each parent is vitally interested in his son's success. The son's success becomes the school's success in the mind of the parent. By means of the radio, many parents can become better informed concerning their children's possibilities, and a better feeling fostered between the home and the school.

## Steps for Establishing Broadcasts

What is the first step in setting up such a program? It would seem reasonable to expect that the first step should be a contact with a near-by broadcasting station. In making the contact with the station, arrangements should be made for a regularly scheduled broadcast at a specified time each week. The station will usually

take additional special programs if they can be fitted into the regular schedule of the station. Proper arrangements should be made for running a wire from the radio station to the auditorium of the high-school building if you desire to broadcast from that point. The cost of the original installation of a wire to the building runs about ten or fifteen dollars. The rental per month for the wire service runs from seventy-five cents to one dollar for each quarter of a mile between the station and the school.

The second step is to review the literature in the field. Plenty of source material will be found on the use of the radio in the classroom and on the various programs which are suitable for classroom use, but very little will be found on school broadcasting. Many books have been written on audio-visual education, but they contain very little on student broadcasting.

The United States Department of the Interior, through the Educational Radio Script Exchange, furnishes much valuable material. They publish a catalog on sound effects, one on radio terms, and one containing some scripts which are quite useful. The Ohio School of the Air, the Radio Workshop at Ohio State University, has made some study of this type of thing, but their material seems better fitted to colleges than to high schools.

The third step in the program is to decide whether or not to take the pupils to the station for the broadcast, or whether you will put on the broadcast as a regular assembly program from your own auditorium where it may be witnessed by the student body. From the educational viewpoint the latter is to be much preferred especially for developing those qualities which make for good citizenship. To send out the program from the station is much easier because the attendants take care of many of the details; however, training in working out the many details is one of the objectives which the school should have in sponsoring such a movement.

## Useful Equipment

If you decide to use your own auditorium, the next step in the program should be to decide what type of broadcasting equipment will be installed. If available, it would be good policy to use the local station's portable equipment until you are more fully acquainted with the possibilities of radio in a public-relations program. When you are ready to make your own installation, the following equipment can be recommended:

1. Install three or four sockets in the riser of your stage. These sockets should be connected to your control room with well-insulated wire. It is well to use a special-type socket because many risers are also wired with connections for electrical appliances. In case your stage is so wired, it is well to pull

out this connection before you start the program, so that harmonics and distortions may be avoided. Estimated cost, \$25.

2. Purchase one or two junior-velocity microphones. Cost of one, \$25. Cost of one stand, \$11.25. Total cost of two microphones and two stands, \$72.50.

3. Purchase one uni-directional microphone. Cost of one microphone, \$95. Cost of one stand, \$25. Total cost of one microphone and stand, \$120.

4. Purchase one amplifier or tone mixer and one power supply. The price on this combination varies according to the type and kind you buy. A very satisfactory combination costs about, \$225.

5. Purchase three electric switches for use in the control room at \$5.50 each; total, \$16.50.

6. Install a red and a green light at some convenient place on the stage and connect them with similar lights in the control room. (Green means "get ready"; red means "you are on the air.") Estimated cost, \$5.

7. Purchase an announcer stand for use with a table microphone, \$20.

8. Purchase one monitoring loud-speaker with amplifier in order to provide the best possible sound reproduction. This will be used in the control room. You can pay almost any price you desire for this unit. An excellent one which can be recommended costs about \$200. (This unit, in combination with your microphones, when not being used for broadcasting purposes, can be used by English classes to detect flaws in enunciation and diction.)

In starting the broadcasts, it is not necessary to have all of the above-mentioned items. It is only necessary to have items 1, 2, 4, 5, and 6. The other items are very desirable; they can be added as needed and as funds are available.

The next step in the program of broadcasting is to plan your programs for the year. Some important points on program making follow:

1. Plan to include as many pupils as possible during the course of the year.

2. Select a new announcer for each broadcast.

3. Put the student council in charge of the programs. (With proper faculty assistance.)

4. So far as possible, use students rather than faculty or outsiders on the broadcasts.

5. Practice the program the day before it is used.

6. Study the problem of the proper placing of the band or orchestra on the stage. (The place of the different microphones will determine the location of the various sections in the band.)

7. *Variety* is the keynote of successful broadcasts.

8. Publish, in advance, each program in the daily newspapers. Use the names of pupils who will participate.

9. Map out the programs and fix the proper responsibility at the beginning of the school year.

<sup>1</sup>Principal of the Williamsport High School, Williamsport, Pa.

<sup>2</sup>Harrison, Margaret. *Radio in the Classroom* (New York: Prentice-Hall, Inc., 1937), p. xv.

10. Invite comment and suggestions of parents.

### Typical Programs

A typical thirty-minute program with the headlines from the newspaper follows:

*Newspaper: "First Broadcast at High."*

Opening — Joe Surace — Organ  
Hymn — "Follow the Gleam."  
Inspirational Selection — Peggy Rhoads  
Two Spanish Folk Songs — Senior Girls' Chorus  
"La Golondrene"  
"Cellite Leudo"  
Violin Solos — Howard Bowman accompanied by Helen Layton  
"Souvenir"  
"Ave Maria"  
Irish Song — Senior Girls' Chorus  
"Rose of Tralene"  
American Song — Senior Girls' Chorus  
"Love's Old Sweet Song"  
Closing — Joe Surace — Organ  
Announcer — Raymond Frith

Other typical programs which might be used include some of the following:

1. Peace Forum at School on Air.
2. Book Week on Air.
3. Thanksgiving Broadcast at High.
4. Acts from the Grab Bag on Air.
5. High-School Dance Orchestra in Novelty Christmas Numbers.
6. High Symphonic Orchestra on Air.
7. Home-Economics Club Presents "Carols of Nations."
8. Christmas Processional Presented at High.
9. A Play Entitled "An Evening with Books" Offered Thursday on Air.
10. "America's Heritage of Song" in Pageant Form to Be Featured on Broadcast.
11. Sophomore Hobby Program Will Be on the Air Thursday.
12. Historic Quiz on Air at High School.
13. Spelling Bee on Broadcast from School Thursday.
14. "The Luck of Roaring Camp," by Bret Hart, to Be Featured Thursday.
15. High Students to Play Their Own Works on Radio.
16. Old Songs to Be Featured on Broadcast.
17. Mathematics to Be Featured on High Broadcast.
18. German Program to Be Presented from High School.
19. Shop Students Will Broadcast Council Program on Aviation.
20. French Program to Be Presented Thursday on Air.
21. Commercial Department Will Broadcast Thursday.
22. Science Department Offers Play on Thursday.

Other programs might be included but lack of space will not permit. One or two samples of each type of program have been included. By studying these carefully you will have a better insight into the problem of broadcasting. You will also see the possibilities for presenting to the local parents and patrons a good notion of what the school is doing. When children are able to answer questions and to do things over the air which would trouble their parents, you have touched a vital spot in a good public-relations program. By having a variety program, in which you try to touch each spot in the school, you surprise and interest the parent and patron in the worth-while things which the school is doing.

### Outcomes of Broadcasting

In summarizing, we might ask the question, "What worth-while things grow out

of the use of the radio in a high-school public-relations program?" In brief outline form, the advantages follow:

#### I. Dramatic Training and Personality Development

1. Practical training in the use of good English.
2. The need for proper enunciation and diction is demonstrated.
3. A better appreciation of the finer things of life is developed. Pupils are taught to tolerate the inferior and to select the superior, hence, a constructive, critical attitude is developed which leads them "to think."
4. Students are taught to appear before the public without discomfort.
5. Some professional training may be secured.

#### II. Training of Technical Staff

1. Useful experience with trained men. (Representatives from radio station.)
2. Responsibility is developed. (On some occasions, students carry on the broadcast themselves.)
3. Students learn how to take care of expensive equipment.
4. Some professional training may be secured.

#### III. Advantages of Student-Council Sponsorship

1. Much undiscovered talent in the school is brought out and developed.
2. Through having students responsible for setting up the stage, responsibility is developed.
3. Training in writing "Thank-you" letters is afforded.
4. The student body is taught to be more tolerant because of active participation in and responsibility for the programs.

#### IV. Development Through Programs

1. A study of the programs over a period of years will reveal progressive improvement.
2. Students develop a greater appreciation of the work of the other departments.
3. The various departments and clubs

are stimulated to better things through having an opportunity to demonstrate their work.

#### V. Public Interest Is Developed

1. The community is drawn closer to the school and to the work of the school. A better appreciation of the type of work being carried on by the school is developed and made a part of the "public opinion" of the school.

2. Parents frequently call the school and express opinion concerning the broadcast. Favorable or otherwise, an interest is indicated. If unfavorable, the school has an opportunity to bring the defect into the open and correct it. This procedure is far better than to have a whispering campaign being conducted against the school and the administration.

3. Requests of parents to have their "Johnny" appear on the program indicates an active interest and that parents listen to the program.

The very essence of a successful employer-employee relationship is "cooperation" and the community-school kinship cannot be otherwise because, in many aspects, it is in the nature of an owner-worker proposition. Just as the employer expects the employee to keep him reliably informed concerning the operations of the plant, so the public should be given the truth concerning the work of the school. Just as the owner is interested in the waste of raw materials, so is the parent interested in knowing what is happening to his son. Just as the owner is interested in the profits accruing from his venture, so the parent is interested in knowing what is happening to his investment. The use of the radio in a public-relations program is the answer to the problem of keeping the parent and the public informed. Their future support of the enterprise will depend, in a large measure, on how truthfully and effectively the information is presented, and on their judgment of the success of the venture.



Board of Education, Dublin, Georgia.—Seated, left to right: James L. Keen; J. R. Cherry; Dr. A. T. Coleman; A. J. Hargrove, superintendent and secretary; S. M. Alsup, treasurer. Standing, left to right: W. B. Jones; M. A. Chapman, chairman of board; Dr. F. R. Zetterower.



# Pure Democracy—Its Last Stand?

Ellen Newman<sup>1</sup>

In these United States of America pure democracy is making at least one last stand. This is the annual District School Meeting. In this once-a-year conclave of free American citizens, we hold a meeting wherein anybody has a right to speak his own mind.

In a year when issues are hot, sensitive souls seek the cyclone cellar, sit on a feather bed, and put cotton in their ears until the reverberations of school meeting day have died away. We are not above stooping to personalities and an audience and freedom of speech provide an excellent opportunity to air grudges. Only brave spirits whose past records are open books dare venture forth.

I speak with full knowledge. For ten years now I have presided at our annual school meeting. Every fourth Friday in April at 2 o'clock in the afternoon, I face an assembly of approximately five hundred patrons and match wits with them in an attempt to wrest from them something like \$30,000 to carry on our school for the coming year.

Just why I consented to be the cat's paw for a group of businessmen in a year when they had some particularly hot chestnuts to pull out of the fire is a question I have never been able to answer to my own satisfaction. It must be confessed that the committee's plea that I could serve better than anybody else in the emergency moved me not half so much as the mental picture I had of myself marching at the head of each year's graduating class, wearing a sweeping gown, sitting on the platform with some native son come back to deliver the commencement address, and finally presenting diplomas to a respectful and worshipful class of young men and women.

Nobody told me that in the triumphal procession the visiting celebrity or one of the other dignitaries would invariably step on my trailing skirt. Nobody told me that behind my back the graduates would call me Old Battle Ax. Nobody warned me that I would be the target for the mothers who wanted to start their youngsters to school before they had reached school age; for the mothers who demanded that teachers be shifted from grade to grade so that their darlings could miss the hard ones; for the mothers who get up petitions for special subjects to be taught to a selected group; for the mothers who maneuver to have teachers discharged because their children have not passed; for both fathers and mothers who ask extra privileges for their offspring on the ground that they are Big Taxpayers.

But, worst of all, nobody prepared me for annual school meeting day. Nobody could. Nobody really knew much about it before my time. I came in on the wave of

economy. Indignant taxpayers had just discovered, under the pinch of the first attack of the depression, that the schools were spending the major part of the tax dollar. Tax money was hard to get together, and bedad, the fellows who paid the bills had a right to say how much should be spent and for what!

School patrons had always had that right, but it used to be, school meetings were a tame affair with a sparse attendance made up of the community's chronic meeters . . . the dozen or so who go to all the funerals, attend the revivals, and are spectators at police court trials. The school board and the citizens present went through the necessary routine of business, re-elected the old board member, and considered the job done for another year.

It is no longer so. If the big taxpayers are there to see that costs are held down, all the fond parents who pay little or no taxes are there too. They are jealous of their children's right to a free education, determined to see that our district provides the very best.

It is these two factions, then, that our board of education seeks to reconcile. The personal squabbles that are frequently dragged into the meeting are mere side lines, but vitally important because they bear the seeds of disruption. The whole meeting could easily be sidetracked, thrown into a panic, ended in a riot.

When our board files onto the platform to face the assembled school patrons on the second Friday in April, we are fortified by weeks of study and planning. We have prepared our budget carefully. We have tried to think of every item that may be challenged, foresee every issue that may come up. In a situation such as this one, knowledge is power. We are expected to know the answers.

At last we face the meeting. I sit at a big table with a sheaf of carefully tabulated papers before me. The clerk sits at my right, the treasurer at my left, both close enough so we can confer without being overheard by the audience below us.

I take time to look over the assembly. They are gathered in little knots, assorted as to their pet causes. That dozen over there will watch their chance to say that we are overpaying our superintendent. Four or five directly in front of us will make the motions to get the various issues before the voters. That whispering group of women want to demand a full-time school nurse. At one side and about half way back, are thirty or so businessmen, set aside in my own mind as the Hard Heads because they want a good school but do not want to waste a penny.

It is my turn to be re-elected. I have heard that I have an opponent running on a clean-sweep platform. He has promised

to discharge all the old teachers, hire new ones. Now, looking over the men and women before me, I think, "There aren't twenty-five persons here who would vote against me." Ah well, we shall see . . .

The job immediately ahead of us is to get all the voters working with us, at the same time letting them think they are running the meeting to suit themselves. Some little experience with these faction cliques has convinced us that the surest way to let each group think they are getting their own way is to let all their spokesmen talk to their hearts' content.

So, at last, we call the meeting to order. We hear the minutes of the last annual meeting. I call for the clerk's financial report. I say, "This is your meeting. Listen closely and ask any questions you like."

Matt Rawn, local lawyer, addresses the Chair and is recognized. "Madam Chairman," he says, "The law says very specifically that the clerk must read every warrant, to whom issued and the amount thereof. I make a motion that this meeting instruct the clerk to follow the law."

The clerk speaks up: "I got something like three thousand warrants listed here. Prob'ly take me three, four hours to read 'em."

I say, "The accounts have already been audited and any item of business is open to question at the close of this meeting or at any regular meeting of our board. Now, if we may have a second to Mr. Rawn's motion, we will dispose of the matter."

One of the faithful motion makers offers a second and of course the motion is lost.

Follows the financial report of the clerk which is then open for discussion.

Herman Rogers wants to know, "Why didn't you build a sidewalk like we voted you money last year to do?"

I answer: "Because we may be able to get a WPA project to landscape the whole school grounds. Landscaping sketches have been made and are hanging in the halls of all three school buildings and in some of the stores downtown. When we come to the budget, you will see that we have provided for this project and you will have a chance to vote for it or to turn it down. Does that answer your question?"

Now Clara Matthews, representative of the *Weekly Press*, rises to ask, "Was not a WPA project for this very thing allowed to lapse through carelessness?"

We are prepared for this because it is one of the things the local editor has been agitating. Now he has sent his woman reporter to heckle us. She has a list from which she has read this question and she has other notes, too.

So, I say, "No project for landscaping has ever been approved. We could have had some trees set out last August by WPA labor, but we decided that it would be

<sup>1</sup>Valley Falls, Kans.

money thrown away. Besides, the money in our budget was for sidewalks, and not for trees."

Says Miss Matthews, "May I ask why your board is so picayunish at times to make sure that money is explicitly voted for a purpose, and why, when it suits your convenience, you stretch your authority to the limit?"

"A fair question, Miss Matthews." My voice sounds nasty to my own ears. I don't like the hussy. "The answer is that this board has been elected by the patrons of this district because they give us credit for reasonably good judgment. Common sense would tell anybody that a broken boiler is an emergency and that we must get money from some place . . . any place where the law allows us to get it . . . to repair it. But even you should know, Miss Matthews, that in our climate trees planted in August would surely die."

I am sorry for that speech before I am halfway through with it. But I just couldn't stop. And now I hear a rumble of approval from the Hard Heads' section. Evidently they don't like her either.

Ray Scheiber, a truck driver, asks how much our fuel cost us the past year. When given the information, he says, "Madam Chairman, that is too much money for coal. These coal dealers are holding you up. Now, if you'll give me a contract for coal . . ."

"Wait a minute!" Two rows behind him, Homer England jumps to his feet. Homer is a big man with a beak nose and black brows, and he towers above Ray who is short and scrawny. "I'm a truck owner, too. And I got a right to earn a living. This . . . this guy . . . he ain't got out his state licenses and he hauls coal from down state that's full of rocks and sulphur. I wouldn't have a kid of mine breathing them sulphur fumes. Now my . . ."

"Ain't no such thing! He lies!" Like a bantam rooster, Ray doubles up his fists and turns to face his accuser. . . . "Let me at 'im. Let me at 'im."

I rap sharply for order. "Gentlemen," I say, "Sit down." They comply, sheepishly. Big Homer England lounges easily in his seat, but Ray settles himself with a series of little shakes, again like a bantam smoothing its feathers.

I go on, "If either of you is interested in bidding for our coal business, we will furnish you specifications on the quality and amount we require."

As a matter of fact, we use stokers. Three years ago we battled this meeting for money to buy stokers. But both truckers have forgotten that incident. They are fighting over business that neither of them could handle.

The air is momentarily cleared and we drift peaceably through the rest of the business until we come to the place where I say, "We will now consider the various items of the budget."

There is a soft shuffle as bodies are straightened, shoulders are squared, and eyes are brought to attention. We are getting ready to talk about money! It is time

for everybody to sit up and take notice!

I say, "The first item on our budget is Instructional Services." I look directly at the group who favor cutting the superintendent's salary. "This meeting has the right to reduce the amount of money for teaching. But you have no right to say how much we shall pay any teacher nor how many teachers we shall have or who they are. That is entirely up to the board."

Matt Rawn rises, looking very legal. "Madam Chairman," he inquires solemnly, "has your board had the advice of counsel?"

"We have been advised by the Office of the State Superintendent of Public Instruction, Mr. Rawn."

"I contend that the intent of the law is that this meeting should say how much each teacher gets."

"Mr. Rawn," I say, "you are out of order. The Chair rules that no teacher's name may be brought into this discussion, either directly or by inference."

He sits down, grumbling.

August Hertenstein rises. "One time you tell me, Mrs. Chairman, that I am out of order. But now I want to say I think our teachers don't get too much pay, and I'd like to see them get all that's coming to them out of this budget. Now, when it comes to building buildings, I don't go for that."

Here is an unexpected break. Martin Hertenstein's children are grown and gone. He is a large taxpayer and of the conservatives most conservative. He has had serious financial reverses and taxes are hard for him to pay. But he is in favor of our teachers' budget!

I say, "Mr. Hertenstein, would you like to make your remarks in the form of a motion to accept the amount set forth in the board's budget for teacher hire?"

"Yes, yes!" He beams, proud to have a part in the proceedings. And when I ask for further discussion, nobody says a word. As I expected, Mr. Hertenstein's remarks made everybody ashamed to protest. We vote and the motion carries easily.

We move on through the rest of the more or less perfunctory items of the budget. We are asked to explain just what is meant by "Janitors' Supplies" and "Physical Education." We comply with a suggestion that we vote on whether or not we shall have football next year. Of course we shall! Even the Hard Heads are divided on that issue.

#### THE CHALLENGE

The challenge America faces today in a world of warring philosophies is clear cut—we can make the democratic idea and process work in such a way that we can achieve security in a social organization which will maintain freedom? Do we have to kill one to get the other? Education must face this issue or lose its liberty and its opportunity. It must lead the way or degenerate into a set of routines guarding a "status quo" or even as it has in some parts of the world, into an instrument of regimentation and tyranny.

Dr. C. A. Dykstra, President, University of Wisconsin.

We have one characteristic interruption when Hollis McCoy, not a taxpayer, rises to ask, "What did you do with all the money you got a year ago?"

We explain briefly that he has just listened to that accounting when the clerk and the treasurer read their reports.

At last all the maintenance items are out of the way and we come to the final controversial subject: New Outlay. Shall we spend \$5,000 for the erection of a Vocational Agriculture Building? Will this meeting allow us \$500 to add to the \$150 on hand to finance a landscaping project? We want to do both very much, for it is our considered opinion that we can make these improvements to advantage at this time. But, can we lead the meeting to come to this decision?

The landscaping? Yes, they want it without a doubt. They counsel us to get as much done as possible with the money we've allowed in the budget. Ray Shradder, cobbler, warns us that this meeting will require an accounting a year from now. The money for the landscaping is voted unanimously.

But the building? We mention that the plans for the building are hanging in the halls and downtown. Yes, they have seen them, but the meeting is decidedly cold. We go on to explain that the state will make certain grants to help pay the expenses of running the vocational-agriculture course, but that our district will have to erect the building.

John Crosby, a retired farmer, gets to his feet. "Madam Chairman," he says, "will you pardon an old man's ignorance and tell me exactly what you mean by vocational agriculture?"

"Gladly," I say. But for a moment I am stumped for a concise definition. At last, I manage, "We mean a course to help the farm boys who come to high school grow up to be better farmers. Each boy will have some kind of stock project. They will be taught how to do simple shopwork and plain carpentry, all under the direction of a competent teacher."

Matt Rawn is on his feet. "Madam Chairman, you are running afoul the law there. Don't you realize, ladies and gentlemen, that the city ordinances forbid the harboring of domestic animals within the city limits? What will happen when thirty or more boys begin to raise livestock on the school premises?"

The clerk speaks up: "My goodness, Matt, you ought to know we wouldn't let kids bring their livestock to town! The boys take care of their animals at home and the teacher drives out to help with 'em."

Amid laughter, our local legal light subsides once more. Henry Hamner gets up. Henry is our only professional politician. He has been unwontedly quiet all afternoon, but now he evidently is setting out to make a speech.

"Madam Chairman," he begins. "It seems to me that in the matter of erecting a structure to enable us to instruct our boys in the art of animal husbandry, we must



review some years of political history. Now, within the memory of all of us . . ."

He goes on and on. Our folks don't much trust Henry because he has made a good living by his wits, and the rest of us have eked out a hard livelihood by the sweat of our brows. Henry holds the destiny of our building project in the turn of his tongue. If he favors it, the meeting will jump to the conclusion that in some way he will profit and they will vote against it. If he opposes it, they will feel that he is trying to postpone the job until he stands a chance of turning it to his own advantage in some way, and they will vote for it.

Everybody is paying careful attention, trying to discover how his remarks affect the question before us. I am listening hardest of all, but I cannot tell what he is driving at. He keeps talking . . . "This administration has paralyzed our farmers, crippled our free markets, trammelled our freedom . . . What use to spend money for education when our high-school graduates must go on public relief to eat. . . . Look to the future when the present clouds of misrule will have cleared away and we will once more see the banners of true Democracy unfurled over our fair land. . . ."

I ought to stop him. . . . But how? As I try to think of some tactful way to interrupt the flow of oratory, the problem is solved for us all.

"Brother Hamner," booms the carrying voice of Deacon Turner, "tell me, are you for this buildin' or ag'in it? We got to be gettin' on with this meetin'. It's time my cows was milked. Speak out and set down!"

There is applause. And Mr. Hamner says, "I therefor move you, Madam Chairman, that this building proposition be turned down and that the board be in-

#### THE SCHOOL BOARD'S JOB

I do not believe that a board of education should be a rubber stamp. But it seems equally clear to me that it must not undertake to perform executive or professional duties. The board is a policy-making body; it is responsible for the major planning of public education in its jurisdiction. This responsibility it should actively assume and diligently exercise.—*Floyd W. Reeves.*

structed to drop the whole matter."

Matt Rawn eagerly offers a second. There are no more remarks, and we are ready to vote. I state that everybody who stands up for "Aye" is voting against the building. The motion is lost by a huge majority. Even August Hertenstein who expressed himself opposed to the building, voted "No" to Henry's motion. John Crosby now moves that the building be erected and the needed money included in the budget. The motion is seconded and carried.

Wonderful! We've got everything we wanted. Quickly we wind up the budget business and come to the election of director for the ensuing year.

I am nominated. One of the merchants makes the nomination. He says the usual things . . . "first woman ever to serve our community in this position . . . woman of sound judgment . . . gives freely of her time . . . intelligent understanding of educational matters . . ."

One of our preachers nominates Harry Stoner. He is a better orator than my merchant friend. He calls his candidate the "flower of Main Street . . . progressive, a firm believer in frequently refilling old casks with new wine . . ."

I scarcely listen to the speeches. It doesn't matter what is said. I am still confident that there are not twenty-five votes to be registered against me. People do not follow the lead of a chairman so smoothly unless they like to work with you.

The speeches are ended, ballots are passed, judges and tellers are appointed, the voters file past to cast their votes. They pass my place on the platform. Many of them stop to compliment me on the way I have handled the meeting. I am easily persuaded that I am really pretty good. I am sorry Harry Stoner is opposing me. It is too bad to hand him such a crushing defeat. He is a nice young fellow. . . .

Finally the last vote is cast. While they are being tallied we finish up the odds and ends of the meeting's business. And, finally they bring in the results of the balloting. They hand me the tabulation of votes cast for each candidate. . . .

I am re-elected . . . by the slim margin of seven votes. I read the results. There is applause. But only about half of them join in it . . . to be exact, seven more than half are glad I won.

These people and the free expression of their sentiments! Yes, they want a good school. But it is entirely within their right to decide that I am not a necessary part of the kind of school they want. That is the surest part of pure Democracy . . . the way people will vote is unpredictable. They talk and act one way and when they have a chance to mark a ballot, they vote against their own expressed convictions.

Ah, well, the majority rules . . . and a majority of seven voted for me. There is humility . . . actually . . . in my voice and heart when I say simply, "Thank you. I'll do the best I can."

## Techniques in Supervision for the Small High School

Charles Wells, Jr.<sup>1</sup>

The problem of proper administration and supervision in the smaller schools is one which has been, to a large extent, neglected by the writers on these subjects. The small-town supervisor has been the "forgotten man" of education. The problem of administration, however, in addition to the fact that it lies outside the present discussion, has been treated much more satisfactorily than that of supervision.

It shall be the purpose to point out the great probability of the superintendent or principal beginning, and, in many cases, completing his work as an administrator and supervisor in a small school. I shall attempt a picture of the typical small community, of the demands and opportunities which await the principal or superintendent there, and of the importance of good super-

visory work. A section of this paper will be devoted to techniques which have proven useful in the supervision of smaller schools.

### I. Introduction

The mathematical probability of a superintendent or principal finding a position in a small town is very great, for estimates based upon the last census show that there are more than 10,000 towns of less than 1,000 population, more than 3,000 between 1,000 and 2,500, and approximately 1,400 of between 2,500 and 5,000 population in this country. In addition, there are many unincorporated villages and towns which support a school, but which cannot be included in this estimate.

In Indiana alone there are more than 500 towns and villages of less than 2,500

population, while there are more than 600 additional small schools under the direction of county superintendents. A similar condition prevails in most of the central eastern and midwestern states—evidence that the small school should receive a large measure of attention.

In presenting the typical small town, it may be just as well to call it that: "Smalltown."<sup>2</sup>

Along the Main Street of Smalltown, which is located in an open rural area, we find a few groceries, a dry-goods store, a bank, a post office, a hardware shop, the office of *The Weekly Clarion*, that community institution—the drugstore, and the ubiquitous filling stations and garages. Near by are the several churches, and a

<sup>1</sup>Akron, Ind.

<sup>2</sup>With apologies to E. H. Fixley, "To a Superintendency in a Small Town," *School Executive*, 58:16-18, Jan., 1939.

little farther away is the local consolidated school, often with the elementary and high schools in the same building. Smalltown is situated on a railroad, which may be an infrequently used branch line, and near the local depot are the "major" industries: the elevator, the milk plant, the lumber and coal yards, and a small factory, although this last, in spite of the growing decentralization of industry, is uncommon.

The professions are represented by several doctors of the general-practitioner variety, a dentist, a lawyer or two, the local banker, and the clergymen. In addition, there is the school superintendent or principal and the teachers.

There is a great similarity of racial stock among the inhabitants and considerable like-mindedness on the more important issues may be evident. However, there are several distinct cliques — classes is not the proper word — in Smalltown. First of all, there is the group made up of the lawyers, doctors, and successful merchants — the prosperous people of the town, usually slightly older, approaching or beyond middle age. Then, there is the set who grew up during prohibition — interested in dancing and drinking at near-by lake resorts. And, there are the young people, those newly graduated from high school and those who are still students — wondering about their place in the scheme of things, and many of them foolishly seeking after the things which their next older group seeks.

### The Solid People

Behind all these, and less evident, perhaps, at first inspection, are the solid people of the community — the wage earners — the mothers and fathers of the children who are in school. Finally, there is often the group who "lives across the tracks." This is the element which contributes its disproportionately large share of pupils and problems to the school.

Often, in Smalltown, there is intense business and political rivalry, so that political issues are contested with the greatest enthusiasm.

The automobile and the tendency to move to the city have removed much of Smalltown's source of income and a vacant store or two is common. However, many of the more common public utilities are available. Always there is the telephone and, almost universally, the electric service. Gas service is more rare. The water supply is from the local standpipe or pumping station, and there is often a sewage-disposal system, but it is more uncommon than the other services.

Paradoxically enough, the facts of poor sewage disposal, ignorance of medical advances, and other unhygienic practices make Smalltown, in spite of its fresh air and sunshine, a poorer health risk than the fair-sized city. This defect, however, can be overcome without too great difficulty by the individual family. So far as mental health is concerned, there is less insanity and more feeble-mindedness, to

some extent, at least, than would be found in the city.

The cultural opportunities of Smalltown are limited, for the educated people consist of the doctors, lawyers, bankers, the school superintendent or principal, the young people who've gone to college, and, finally, the teachers. The teachers, due to inadequate preparation, frequent turnover, and so on, are often less important among the local "intelligentsia" than might be supposed.

The schools as cultural institutions are ineffective due to lack of funds, equipment, and personnel. (Here then is a real opportunity for the alert principal or superintendent.) Meanwhile, the Protestant churches have lost some of their hold as cultural institutions. The local newspaper, although the editor is occasionally a man of learning,<sup>3</sup> does not provide very great cultural values in its weekly effort.

Very often the library, the gift of Mr. Carnegie, is an important adjunct to the cultural life of the community, even though the type of literature preferred by the townspeople is not of the highest. The radio, owned by almost everyone, is, perhaps, the most potent cultural factor in the life of the average Smalltown resident.

The moral tone in Smalltown, while apparently excellent, may not be of the best, for unfavorable publicity is often suppressed by the local editor and the local limb of the law must needs be careful whom it kicks.

The diversions of Smalltown people consist of the picture show, swimming parties

and picnics, winter sports, parties, and the ever-present bridge club. Sports, especially softball and basketball, draw huge and enthusiastic audiences. The churches and the lodges offer interests for many of the older, and some of the younger, inhabitants. The leaders of the town are members of the Chamber of Commerce, the Kiwanis, or the Rotary which meets often for luncheon or dinner to the accompaniment of much speech and little action.

### The Superintendent and the Town

Having looked at Smalltown as a place in which to work, let us see just how all this relates to the superintendent or principal himself.

The principal or superintendent is known personally by and knows personally the pupils, teachers, parents, and citizens generally of Smalltown. Thus he will reap the values of personal contacts which can never be realized in such a large way in anything but a small town. He will have opportunities to engage in the social, civic, and religious work of Smalltown. He will not, however, have many opportunities for intellectual stimulation, even if he becomes a part of the best educated group.

In addition, occupying a prominent place as a public servant, he is at the call of every citizen of Smalltown. He is engaged in conversation on the street, visited at home by students and patrons — he is called upon for all sorts of semipublic and group duties — and he must be present at every function of the school.

The small town is inclined to be critical of the superintendent or principal and his family, often to such an extent that he cannot engage in many amusements indulged in by everyone else, including the members of the school board. He must have the ability to gain the confidence of the people of his town. He must like both children and adults and be able to advise either upon the problems of youth. He must be at ease with bank president and section hand. He must give strict attention to personal appearance, manner of speech, and courtesy, for unpopularity is easily fostered by "high-hat" attitudes.

As we have noted, the superintendent is called upon for a multiplicity of services and must, as a result, budget his time in order that he shall devote a due amount of attention to supervision and administration, professional and general reading, organization work, family affairs, and recreation. He must not be an "absent-minded professor," with so much on his mind that he forgets most of it.

The superintendent will find that Smalltown will be able to pay him a rather small salary, in spite of the fact that there are state subsidies which promise, in the future, to equalize to some extent the differences between his salary and that of the superintendent in a larger town. In addition, there is the imposing fact that tenure is not too secure. This, however, may be a real factor in preventing his early educational stagnation. Many elements, some of them

<sup>3</sup>Our local editor has his M.A., in French!



*The American National Red Cross is holding its annual roll call November 11 to 30, 1939. Little need be said concerning the relief given during 1938 and 1939 by the Red Cross. Under present social and economic conditions, and particularly because of the international unrest, the Red Cross deserves a larger membership than it has ever enjoyed.*



seemingly irrelevant, enter into determining whether or not he will be retained.

In all fairness, however, it must be said that the lower living costs of Smalltown make it possible to live as well as the best and still make a successful effort to save.

### Opportunities for Service

In spite of the disadvantages of Smalltown, in them the vigilant superintendent or principal will find many opportunities for service. Naturally, his most important work will be that of maintaining and improving the quality of the instructional work in his school, but, as the latter part of this paper will be devoted to that phase of his work, it need only be mentioned here.

Of the opportunities which present themselves, we may mention raising the cultural level, improving the health factors, providing for recreation and entertainment, and sharing in the betterment of the civic and moral welfare of Smalltown.

The school itself is the logical beginning point in raising the cultural level, and, by means of parent-teacher organizations and the obtaining of special speakers upon occasion, the school can be developed into a real community center.

In improving the health situation local doctors, tuberculosis associations, and the Red Cross can be enlisted in the conducting of health clinics among the school children. Health propaganda can be skillfully dis-

seminated through the schools. Local clean-up campaigns can be easily started, often with the improvement in the school yards and playgrounds as the motivation.

The school can aid the recreational situation by means of the usual athletic contests, school parties and other social gatherings, plays and operettas, and a score of similar projects.

The principal can, by unobtrusive support, aid every civic and character-building activity of the town, although he must, on occasion, undertake the obligation of leadership in one or another of them.

Now, it might be appropriate to look at the various qualifications which are necessary for educational leadership in Smalltown.

The superintendent should be a man of wide cultural background—he should be well educated, not in the sense that he has had many hours of educational theory, but well educated in the humanities, with a knowledge of literature and mathematics, of art and chemistry, of music and athletics. Probably he will not be proficient in all these, but he should have an understanding and appreciation of them. He should be levelheaded—neither revolutionist nor reactionary in either school or political affairs.

As far as professional training goes, he should possess at least the master's degree (if he has it not, he can obtain it) together

with the necessary training in administration and supervision. He should be sure that, in addition to a knowledge of the methods in the supervision of instruction, he knows something of the methods of school business and of the difficult art of public relations.

It is to be recommended that a superintendent have had experience in the smaller school as a teacher and as a principal, preferably serving an "internship" under an older and more experienced superintendent.

To summarize, the superintendent should have superior training and gifts; supervise well, yet be able to grow; see the social needs of his community; manage his own affairs with the same efficiency demanded by his school; and be acquainted with the legal and economic bases of his school as well as with the local and national political trends.

Finally, the small-town administrator should be convinced of the importance of his work, realizing that the improvement of his own school and of smaller schools in general is a significant task. He will find as great opportunities for exercise of courage, vision, and executive skill as are demanded in a larger community.

Indeed, to one who looks forward toward a career in a larger school system, the small-town superintendency offers a most desirable type of preliminary training.

*(To be continued)*

## Common Errors in Financial Reports

B. V. Keister<sup>1</sup>

Some time ago the writer had occasion to examine a series of annual reports submitted by a certain school district to the Nebraska State Department of Public Instruction. The 1926 report listed five sets of maps and charts in use in the school. The sets were identified by the authors' names and the number of maps or charts in each unit. The value of each set was also stated. Each of the next four reports, covering a period during which two different superintendents served the district, contained the same list with no additions or eliminations. Authors' names, numbers, and values were identical with those of the 1926 report. In five years the introduction of new and better materials on the market, to say nothing of ordinary wear and tear, would, obviously, call for some adjustment in the value of this equipment. The fact that none was made is a single example, of many which might be cited, which demonstrates the inadequacy of school accounting procedure.

In general, cash receipts and disbursements are the only transactions accurately recorded. At the close of the year a report is usually made by the officer responsible for the financial accounting in which he

itemizes receipts and disbursements and states the cash balance on hand. Sometimes the total of cash payments is divided by the enrollment or the average daily attendance for the year, and the quotient is called the cost per pupil. As a matter of fact the total disbursements many only roughly approximate the true cost of operating the schools, as will be pointed out later in this discussion.

### Proper Division of Expenditures

School expenditures are generally classified in seven main groups as follows: general control, instructional service, operation of plant, maintenance of plant, auxiliary agencies, fixed charges, and capital outlay. The last of these, capital outlay, presumably covers investments in what are generally known as fixed assets; that is, land, buildings, equipment, and other items which will retain the major part of their value at the close of the fiscal period in which they are acquired. However, textbooks, which we ordinarily expect to use four years or more, are charged to instructional service. This inconsistency might puzzle the bookkeeper who is faced with the problem, for instance, of accounting for the purchase of tools for the manual-arts department. Should it be charged to

instructional service or capital outlay?

A more defensible plan would be to set up separate accounts for the various fixed assets classified according to their purpose. A list of such accounts might include land, buildings, instructional equipment, janitorial equipment, furniture, textbooks, and library. Others might be added, or any or all of these might be subdivided to suit the local situation. It would be misleading to charge the entire cost of a piece of equipment which is to last several years to the current year's operations, yet this is by no means an uncommon procedure. The following hypothetical case is probably typical:

The X High School with an enrollment of 240 students established a commercial department in 1930, purchasing 14 typewriters at a school price of \$70 each, or a total of \$980. This sum was charged to capital outlay after some wavering between that account and instructional supplies. In 1931 the department had grown, and 6 additional machines were purchased at \$420. The accounting procedure was the same as for the original 14. In 1933, upon the recommendation of the salesman, the first machines purchased were traded for new ones at an allowance of \$30 each, and an account called "repairs and replacement of

<sup>1</sup>Superintendent of Schools, St. Paul, Nebr.

equipment" was charged with \$560, the cash difference. Again in 1934 the other 6 machines were replaced on the same basis as before. This time, however, the vending company offered a special inducement to effect the sale and extended the time of payment to September, 1935. The invoice was filed, but no record of the purchase was made on the books.

From the above series of transactions it appears that the depreciation on typewriters is \$40 over a three-year period, or \$13.33 per year for each machine. Since the company agrees to give free service for three years, the depreciation would normally be the only annual charge to be counted as part of the operating cost of the department. In the case of X High School this charge would be  $14 \times \$13.33$  or \$186.62 in 1930, and  $20 \times \$13.33$  or \$266.66 for each succeeding year. Instead of this we have charges as follows:

Year	Account Charged	Amount
1930	Capital Outlay	\$980
1931	Capital Outlay	\$420
1932	No charge	
1933	Repair and replacement of equipment	\$560
1934	No charge	

To show true costs it is necessary to adjust all depreciable assets by charges to the proper expense accounts and corresponding credits to the asset accounts or to valuation reserve accounts. The proper adjusting entry for X High School with reference to typewriter costs would be a charge to instructional service or depreciation and a credit to instructional equipment, typewriters, or reserve for depreciation on typewriters. The adjustment would, of course, be entered at the close of the year, just prior to the preparation of the annual reports.

An asset which consists of a large number of inexpensive units such as textbooks cannot be properly adjusted without a carefully kept inventory. A record must be made of all units added or discarded in order that the true inventory value at the close of the period may be determined. The complexity of the system of keeping inventories will depend, to a great extent, on the size of the school system.

Such adjustments are not only necessary in determining costs but are essential in the handling of insurance. Sound business methods require that a sufficient amount of insurance be carried for adequate protection and no more. In many cases the optimum amount is estimated very roughly because no inventories are kept. In case of a loss under this type of accounting procedure, there is likely to be some disagreement over the adjustment unless one or the other party to the insurance contract is unusually willing to make concessions.

In the case of buildings, appraisals should be made when construction costs and general business conditions are such that the original capital expenditure is no longer a sound basis to use in evaluating the property, and the accounts should be adjusted accordingly. Such adjustments,

however, should be charged to surplus rather than current costs.

### Proper Accounting for Income

The income of a school district comes from local property taxes, nonresident tuition, contributions of the state, and various other sources. These items should be recorded when they become due and payable, by credits to the proper income account and debits to some receivable asset account. As the tax money comes in, the receivable account is credited and at the end of the year will show the amount of uncollected taxes. It will, however, be necessary to make an adjustment for uncollectable taxes at the close of the period. Taxes for the current year and for previous years should be recorded in separate accounts.

Recently a school district in Nebraska collected an unusually large amount of delinquent taxes because of a law which cancelled interest as an incentive for the payment of overdue taxes. The board became optimistic regarding tax collections and reduced the levy for the following year. Collections for that year were very slow, and, as a result, it became necessary to register a considerable number of warrants at a high rate of interest. The separation of delinquent from current tax collections would have enabled the board to budget its income more accurately and avoid this additional expense.

It must be remembered that all receipts are not income, just as all disbursements are not expenses. When a district borrows money by floating bonds, it is simply exchanging a debt for the asset, cash. An income is an increase in the net investment or the surplus of the district, while an expense is a decrease in this same surplus; thus, money paid for teachers' salaries is recorded as an expense, while the purchase of a radio is simply the exchange of one asset for another.

### Debts of a School District

In general three types of liabilities appear in the accounts of a school district: bonds, floating debts such as registered warrants, and accounts payable.

No special problems are presented in connection with the first two types of indebtedness, except that care must be taken to separate interest from payments on the principal. The former is an expense, while the latter only cancels a debt. It is also necessary to record interest accrued and unpaid at the close of the year. This often amounts to a considerable sum on large bond issues.

Accounts payable are current bills which have not been paid. Purchases on account should be recorded as soon as the invoice and the merchandise are received. Thus, in the X High School situation, the replacement of the last six machines should have been entered at the time of purchase rather than a year later. The reason for this is that the asset becomes a part of the school inventory when received rather than when it is paid for, and the debt must be recorded to balance the asset.

We have then four classes of accounts; namely, assets, liabilities, incomes, and expenses. In addition to these a fifth account called investment or surplus must be set up to balance the books. No entries will be made in this account except at the close of the year. At that time the net income, that is, the excess of income over expense, will be recorded as a credit to surplus, or the net deficit as a debit to this account. The surplus account, then, must always show the excess of assets over liabilities. It corresponds to proprietorship or capital in a private business.

### The Annual Statements

The annual statement of cash receipts and disbursements, which is in many districts the only source of information available to taxpayers or school boards themselves, is inadequate and in many cases misleading. Such a statement tells nothing about the indebtedness of the district; it gives no information about uncollected taxes; it does not show what part of the payments represents capital expenditures and what part represents revenue or operating expenses; it contains no record of purchases not yet paid for; in fact, it is little better than no statement at all.

If a true picture of the district finances is to be presented, the two statements prepared by every efficient business organization are required. The first of these is the statement of income and expense. As pointed out above, this means all expenses paid and unpaid as well as all incomes received and accrued. It requires, also, that adequate depreciation on all fixed assets be included among the expenses. Sound business methods would indicate the desirability of actually levying a tax to provide a reserve for this depreciation. In practice such a policy might be dangerous because of the constant temptation to lower the levy and use the accumulated reserve for the operation of the school. The problem of investment of surplus fund might also be a difficult one. But whether a cash reserve is accumulated or not, depreciation must be reported as one of the expenses of operating the schools.

The other statement, the balance sheet, sets forth as accurately as possible the true value of the assets and the amount of indebtedness of the district. The difference between the assets and liabilities will be represented by the surplus account. This surplus will always be found by adding net income or subtracting net deficit from the balance of the account at the beginning of the year.

The Nebraska legislature has, at each session for several years past, given consideration to the problem of what constitutes a fair rate of tuition to be charged for the education of nonresident students in the high schools of the state. The state department of public instruction and the state teachers' association have called for cost data from the individual schools to present to the legislature. The writer has some misgivings as to the reliability of the

(Continued on page 83)



# Major Factors Affecting Financial Support for Education

Carl D. Morneweck<sup>1</sup>

Proper financial support for education is a major problem for every administrative unit, especially at the time when annual budgets are being prepared for the ensuing school year. A recent issue of a popular news weekly in early May carried the headline, "Four States and One City Face Crisis Due to Low Funds."<sup>2</sup> Pennsylvania and New York, the two wealthiest and most populous states were among the four mentioned. The acuteness of the problem has been cumulative over a period of years, and this treatise will therefore deal with certain basic causes for the serious financial diffi-

culties facing certain administrative units.

Two general fundamental causes are enrollments and valuation of property. The former has been operating in three ways; namely, toward increased enrollments, shifting of a greater portion of the pupils into the higher grades, and tremendous increases in the secondary division. Property valuations have declined so that measures of ability to support education both on valuation per pupil and valuation per teacher bases are lower than fifteen years ago. The data to support these assumptions were collected in Pennsylvania, but should be quite representative of conditions in other states, especially those using property as a chief source for revenue.

## School Enrollment As a Basic Cause

Chart I reveals graphically the increased financial load presented by larger enrollments. Live births from 1916-32 are charted, using 1917 as the base year. It is true, of course, that the birth rate has been declining. During the present school year the total public-school enrollment is about 110 per cent of that in 1924 while the live births in 1932 (the year most pupils were born who entered school for the first time in September, 1938) were about 75 per cent of 1917. Total enrollments have increased but not so rapidly as birth rates have declined.

<sup>1</sup>Chief, Division of Child Accounting and Research, Department of Public Instruction, Harrisburg, Pa.

<sup>2</sup>Education — "Hard Times for Schools: Four States and One City Face Crisis Due to Low Funds," *Newsweek*, May 8, 1939, p. 30.

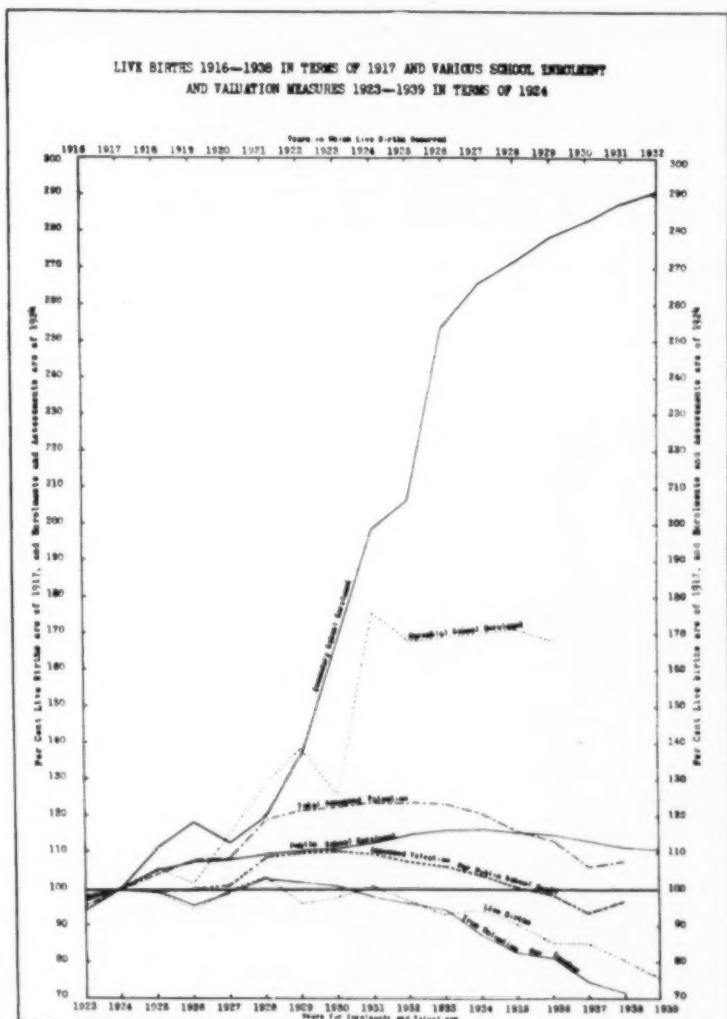


Chart I

Read chart thus: The live births in 1929 were 85.2 per cent of the number in 1917, while during the school year ending July 1936, the year pupils born in 1929 entered school, the public school enrollment was 114.9 per cent, the secondary enrollment 278.7 per cent, the parochial school enrollment 168.0 per cent, the total assessed valuation 113.1 per cent, the assessed valuation per pupil only 98.5 per cent, and the true valuation per teacher only 81.0 per cent of the 1924 figure.

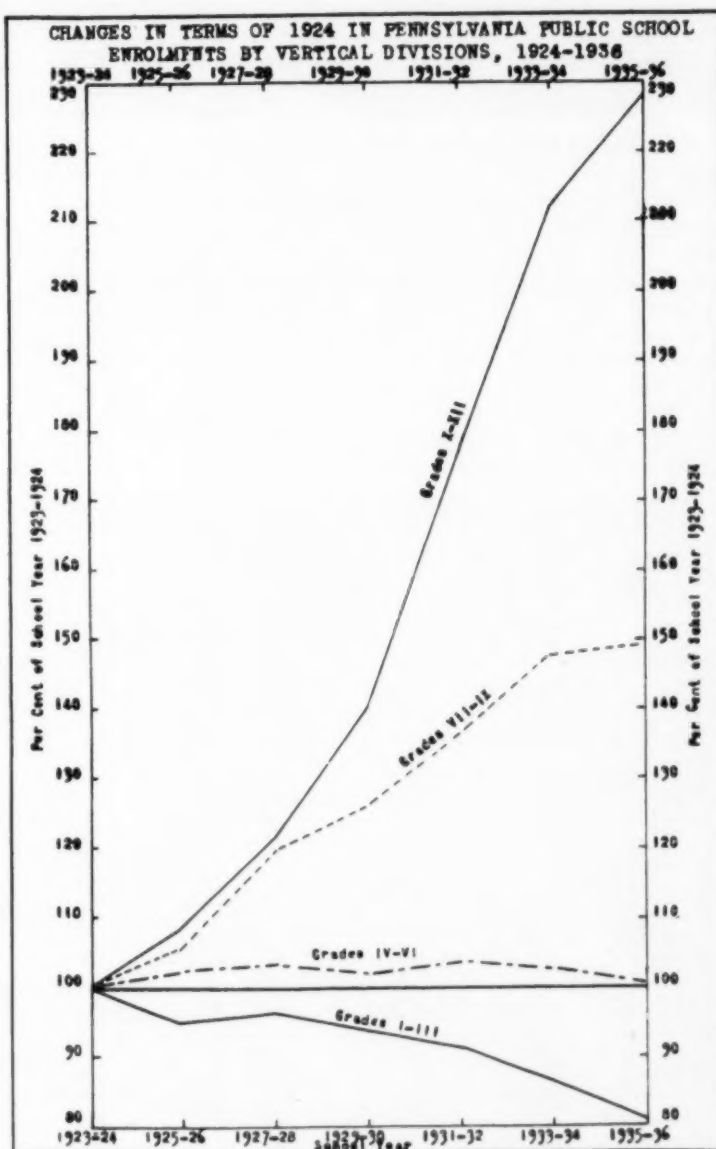


Chart III

Read chart thus: The per cent the public school enrollment during the school year 1935-1936 was of 1923-1924 by vertical divisions of the school system was: Grades I-III, 81.0 per cent; Grades IV-VI, 100.3 per cent; Grades VII-IX, 149.2 per cent; and Grades X-XII, 227.9 per cent.

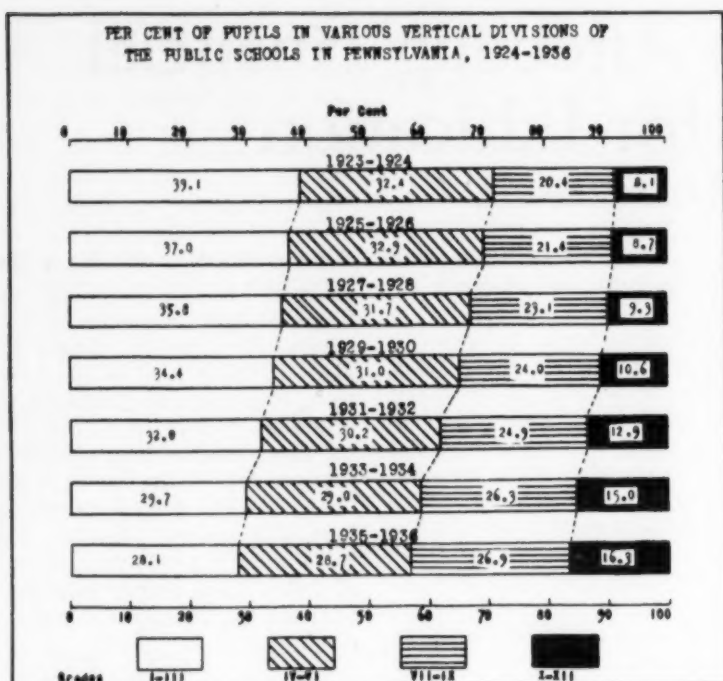


Chart II

Read chart thus: During the school year 1923-1924, 39.1 per cent of the pupils were in Grades I-III; 32.4 per cent in Grades IV-VI; 20.4 per cent in Grades VII-IX; and 8.1 per cent in Grades X-XII.

Enrollments in parochial schools have increased much more rapidly than total public-school enrollments for the years compared. Chart I shows a sudden rise between 1930 and 1931 when building programs initiated about 1929 made facilities available for greater numbers. This was true, especially of the secondary division. From 1931 to 1936 the enrollment was from 168 to 175 per cent of the 1924 figure. This has undoubtedly done much to alleviate facilities to be provided for additional pupils in the public schools.

Enrollment in the public secondary division experienced a phenomenal rise from 1928 to 1933 when it began to taper off at a lower rate of acceleration. It was still on the increase in 1939, however, even though the total public-school enrollment reached its peak in 1934. In that year it was 116.3 per cent of 1924, and slight decreases have been noted annually since that time.

A pronounced shift in the enrollment has occurred since 1924, even though total enrollments did not increase so materially. To determine the changes taking place, the reader's attention is referred to Charts II and III, both of which illustrate changes in the four major vertical divisions of the public schools. The enrollments are summarized by groupings; namely, Grades I-III, ordinarily termed the primary grades; Grades IV-VI, usually regarded as the intermediate grades; Grades VII-IX, in reorganized schools generally called the junior-high-school division; and Grades X-XII, recognized frequently as the senior-high-school group.

Chart II reveals the lower six grades, now representing less of the pupil population due largely to the declining birth rate and the tendency for pupils to continue in the higher grades with a larger proportion annually graduating from the senior high

school. Grades I-III have decreased each two-year period according to Chart III, the rate of decrease being more pronounced beginning with the school year 1927-28. Enrollment in the intermediate grades has remained almost stationary in spite of the declining birth rate.

Both the junior- and senior-high-school groups increased rapidly, beginning in 1925-26. Grades VII-IX appear to have reached a stable point about 1933-34. While Grades X-XII still increased sharply, apparently the rate of increase is diminishing beginning with 1933-34. It seems likely that the period of rapid increase in the secondary schools has reached its peak unless factors such as free transportation are provided for pupils not now attending because they live at too remote points to walk to school.

Chart II indicates the per cent of pupils in each of the four major divisions by two-year intervals. Comparing the school year 1923-24 with the year 1935-36, the per cent of the total enrollment represented by Grades I-III was 39.8 and 28.1 respectively, or 11 per cent less of the pupils in this division during the latter period. For the same year the intermediate grades represented 32.4 and 28.7 per cents respectively; Grades VII-IX, 20.4 and 26.9 per cents, a difference of 6.5; and Grades X-XII changed from 8.1 per cent to 16.3 per cent, the upper three grades in the latter period representing twice as great a proportion of the total pupil population.

The shift in enrollment affects school costs considerably because of higher unit costs in the upper six grades. Net current expenditures per pupil in average daily membership in Pennsylvania, for districts with average ability to support education and offering a minimum acceptable program, was \$65 and \$96 for Grades I-VI

and Grades VII-XII respectively. Stated in simpler language, for an expenditure of \$1 for current expenditures per pupil in the elementary grades, approximately \$1.50 must be expended in the upper six grades. This factor has been one of the most outstanding responsible for presenting difficulty in financing education.

### Assessed Valuation As a Basic Cause

For an examination of assessed-valuation changes during the period for which enrollments were analyzed, the reader's attention is reverted to Chart I. Fortunately assessed valuation increased more rapidly than total public-school enrollment until 1935. In the latter year property values reported to assessors began to decrease so that by 1938 assessed valuation was 107.4 per cent of that in 1924 while public-school enrollment was 111.4 per cent.

Assessed valuation per pupil is a better measure of support for education in states such as Pennsylvania where the chief source of revenue at present for local public-school support is the property tax. Only during 1928, 1929, and 1930 was assessed valuation per pupil commensurate with public-school enrollment. Since 1935 the assessed valuation per pupil has been less than in 1924. In 1938 it was only 96.4 per cent of the base year while public-school enrollment was 111.4 per cent and secondary enrollment 288.0 per cent of 1924. These three comparisons illustrate the cumulative financial difficulties confronting school administrative units.

Brief attention is directed to true valuation per teacher as another unit of comparison. Beginning with 1930 there has been a rapid decline until in 1938 it was only 71.3 per cent of 1924. This is due largely to three factors: first, retention of elementary teachers in spite of enrollment decreases; second, the increase in the number of teachers necessary (especially in the secondary schools) to provide richer offerings to meet the interests, needs and capacities of the individual pupils; and third, a factor which may be unique in Pennsylvania where reporting the assessed valuation as closer to true valuation may result in greater state aid for the school district so reporting.

### Conclusions and Recommendations

1. School boards and school executives should make the public more conscious of increased secondary-school enrollment with the inevitable result of higher per-pupil costs unless the program is curtailed.

2. Certain teachers should be encouraged to follow in-service preparation for teaching in higher grades to which area the school population is shifting. The financial load can then be better adjusted without ruthless dismissal of teachers in the lower grades where fewer teachers become necessary.

3. The public in those states relying on property tax as a source of revenue should direct attention toward equalization of assessments and toward other equitable sources of revenue for public-school support.





*General Exterior View, Moscow High School, Moscow, Idaho.— Charles I. Carpenter (deceased), Architect, Spokane, Washington.*

## Moscow Builds for Community Service

Fulton Gale<sup>1</sup>

School buildings have been popping out of the PWA hopper with such regularity during these past five years that one more building hardly seems newsworthy. Yet the high-school building at Moscow, Ida., occupied for the first time in the fall of 1938, possesses sufficient individuality to warrant more than a passing glance. Careful planning by the entire teaching staff, assisted by specialists from the University of Idaho, during the initial stages of conference between the architect and the school officials, have given this university town a building which is a functional part of the educational program.

Commanding a slightly location overlooking the town, the building presents a pleasingly conservative design obtained through the medium of cast stone and dark red brick, patterned in dutch bond with white mortar joints. Placed near the eastern boundary of a four-acre site, it faces the west, providing adequate outdoor space for recreational activity and avoids frontage upon a traffic thoroughfare.

An auditorium in the north wing, a gymnasium in the south wing, classrooms, library, laboratories, shops, and administrative offices in the central portion, on the ground and two upper floors, comprise a million and a half cubic feet. Meeting standards of safety and stability set up

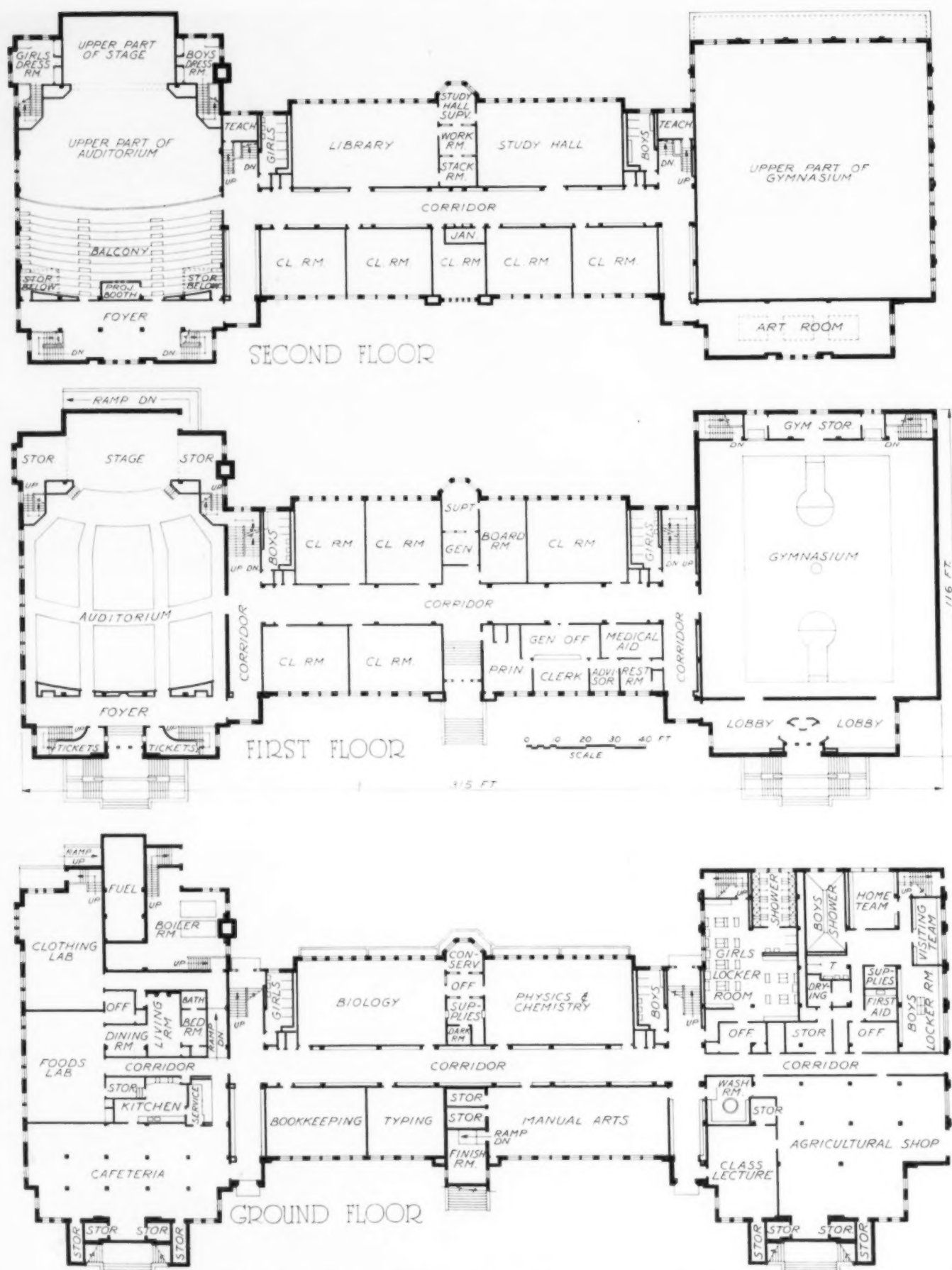
under the PWA, the central corridors and supporting columns are of reinforced concrete, the outside walls are brick, and

open-web steel joists support the classroom concrete slabs. Partition walls are of gypsum block. The floor covering for corridors,



*The mild climate of Moscow makes it possible to use outdoor stairways without the usual danger of snow and ice.*

<sup>1</sup>Superintendent of Schools, Moscow, Ida.



Floor Plans, Moscow High School, Moscow, Idaho.-- Charles I. Carpenter (deceased), Architect, Spokane, Washington.

classrooms, laboratories, library, and study hall are asphalt tile — 38,000 square feet of it. Stairways, lavatories, and locker rooms have floors of terrazzo. Window sills are made of the same material. Steel sash provide a maximum of natural light.

Celotex tile for corridor and auditorium ceilings give excellent results acoustically. The interior trim is birch in natural finish, and heavy slab birch veneer doors are strikingly beautiful.

Heating and ventilating are provided

through the use of syncretized ventilating units, automatically controlled and silent in operation. All unit ventilators and volume heaters are equipped with air filters.

Designed to accommodate 750 to 800 pupils, the building provides for the variety



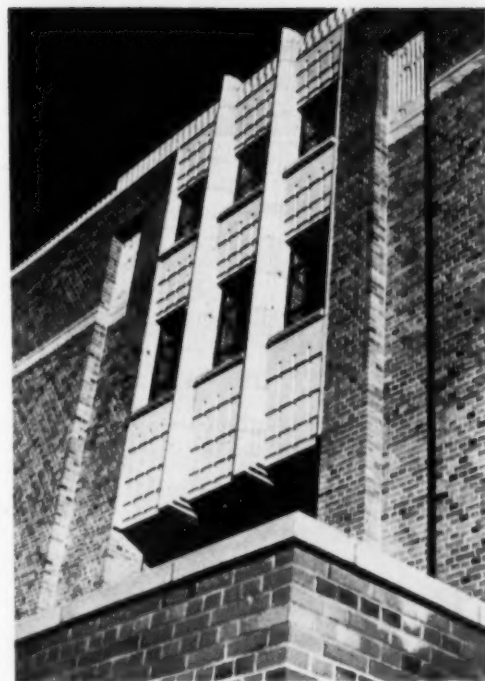


of activities in which the secondary-school youth of this agricultural and educational center engage. The auditorium will serve not only the school but also the entire community. It was designed with this in mind and is a complete unit in itself and may be separated when necessary from the rest of the building by means of folding gates in the corridors. It has its own entrance and separate heating and lighting. Seating capacity is 954. The floor of reinforced concrete is designed to give a uniform sight line with a sloping concave surface. The balcony is supported by two steel fulcrum girders, each 70 ft. long and each weighing  $11\frac{1}{2}$  tons. These carry the balcony without columns beneath, thus affording a clear line of vision. The walls are of sand-finished plaster to the chair rail, below which they are marked off in Caen stone blocks. Ceiling beams are plaster mold, with the underside of ornamental celotex. Lighting is semidirect from copper fixtures, the windows on the north side are hung with tan-colored rep draperies harmonizing with the rust-colored velour proscenium curtain. The floor of the stage itself is beech blocks set in mastic on a reinforced-concrete slab. On each side of

the stage are offstage rooms with dressing rooms, equipped with wardrobes and lavatories above them.

On the ground floor of the auditorium wing is the homemaking department. Extending the full width of the wing across the front is the cafeteria, with a seating capacity of 200, and well-equipped kitchen and serving rooms. Folding tables and chairs, with ample storage space permit the room to be cleared and used for receptions, teas, and dances. Glass-brick paneling adds to the attractiveness of the room. The foods laboratory contains eight unit kitchens, each serving four girls. Cabinet-work is painted a deep ivory, work tops are heavy-gauge linoleum and dinette tables and chairs are maple. The clothing laboratory includes a laundry unit and triple mirror. Connecting the two laboratories is an office for conferences. A model apartment contains living room with fireplace, a dining room, bedroom, and bath.

The south wing contains the gymnasium. Like the auditorium it is designed for community use, has its own entrance, and can be shut off from the rest of the building. The foyer includes a ticket booth and built-in trophy cases. The gymnasium proper measures 80 by 97 ft. Folding gymnasium stands, along the north and south walls, provide seating for a thousand spectators, yet when folded back against the wall use less than three feet of floor space. This arrangement makes possible cross courts 70 ft. in length. Artificial lighting is not necessary in the daytime. At night 30 lamps of 500-watt capacity each give ample light without shadows. The ground floor of the gymnasium wing houses classrooms, and a shop for vocational agriculture with a floor area of 2,500 sq. ft., and entrance wide enough to admit farm machinery. A washroom with circular washbasin and a toolroom complete the department. In the rear of this wing are locker and shower rooms for physical education and athletics. Terrazzo floors, glazed tile, and outside windows assist sanitation. Unit ventilators and an exhaust fan insure ventilation. In addition to locker, shower and toilet rooms, space is provided for office, laundry, equipment storage, medical services, and athletic-team dressing rooms. Individual basket lockers are used, and



exits to playing field lead from the dressing rooms.

The central portion of the building contains two floors above the ground. On the ground floor, west side, are woodworking shop equipped with table saw, planer, shaper, jointer, band and jig saw, drill press, and lathes. An exhaust fan keeps the finish room free from dust. An office and storeroom complete the department. Classrooms for typing and bookkeeping are on this floor. The east side, ground floor, houses two science laboratories: biology-general science, and physics-chemistry. Between the two laboratories is a conservatory, an office, a supply room, and a dark room.

The administrative offices are on the first floor. Opposite the main entrance is the superintendent's office. Connecting with it is a committee room for board meetings, student council, and other committees. Across the corridor to the right of the main entrance is the high-school office. This consists of a general office, 26 by 22 ft., in size, with space in back of a counter for clerical help, the principal's office to the right, girls' advisers to the left and beyond that the school nurse. Connected



*A corner in the boys' locker room.*



*Members of the household arts class assist in serving lunches in the school cafeteria.*

with both the girls' advisers and nurse's office is a rest room for girls. Five classrooms are on this floor, those on the west 22 ft. wide, those on the east 28 ft. thus providing rooms for different sized classes. Classrooms are provided with venetian blinds, a cabinet containing wardrobe, bookcase, and drawers for supplies, blackboards at the front and on one side of the room, and considerable bulletin-board space. A desk for the teacher and tablet-arm chairs for the pupils complete the classroom furnishings.

On the top floor are five classrooms on the west side. On the east side are the library and the study hall connected by a doorway. Both are equipped with oak tables and chairs. High ceilings, open shelving under windows, an alcove, and a workroom make the library the most attractive study space in the school. A large room over the gymnasium foyer provides an art studio. It has brick walls and skylights. The corresponding space over the auditorium foyer is used for music, with excellent storage space provided for in closets under the balcony. Teachers' rooms, one for men and one for women, are provided on the top floor over the stair heads.

Financing of the building was accomplished through a grant from the PWA for \$155,000, a local bond issue of \$175,000, and \$20,000 from current district funds. The serial bonds were sold at an average interest rate of 3.25 per cent, and payments to be made during a twenty-year period will be taken care of without an increase in the tax rate. Total cost of construction was \$350,000, segregated as follows:

Preliminary .....	\$ 500
Land .....	9,500
Excavation .....	4,800
General Contract .....	240,000
Heating .....	29,000
Plumbing .....	11,700
Electric .....	9,900

## The Chaffey Auditorium

With its formal dedication in March, 1939, the new \$444,000 auditorium of Chaffey Union High School and Junior College, Ontario, Calif., became a focal point for cultural and community as well as school activities in the district. Adapted Mexican colonial in architecture, it fills not only a practical need but forms an effective and harmonious center for the entire campus.

During the following four months, a series of diversified programs, designed to demonstrate the entire facilities for musical, dramatic, and motion-picture entertainment in the auditorium, was presented. At all of these, interested citizens almost completely filled the 2,350 seats, while more than 3,000 attempted to see the dedication ceremonies on March 17. In addition to the 1,712 seats on the main floor and 642 in the balcony, it is also possible to accommodate several hundred more persons on the spacious stage.



*The foods laboratory, which is equipped with a towel dryer, is finished like a kitchen in a better class home. The furniture is arranged so that girls may work in small groups.*

Equipment .....	25,000
Engineering .....	19,000
Legal Service .....	600
Total .....	\$350,000

The construction cost per cubic foot was \$.196. The building was planned and erected under the supervision of the late Charles I. Carpenter of Spokane. Following Mr. Carpenter's death in December, 1937, Miller and Hovind, Spokane, supervised construction. The Colonial Building Company, Spokane, were general contractors.

music, the dedication included an address by Dr. Walter Dexter, state superintendent of public instruction for California, and a demonstration of projection and sound equipment. Uniforms of the ushers, patterned after early Californian costumes, were a gift from Mexican residents of the district.

### The Building Plan

The building plan includes, besides the main meeting hall, several additional rooms. At the south of the stage there are two for music classes, while to the north there are a small auditorium and stage for the Junior College Little Theater and a room for the use of the a cappella choir, with a soundproofed glass partition. This, with other recording and transmitting equipment, makes it possible to give com-

Besides remarks by board and building committee members, symphonic and vocal



*Preliminary sketch of wall and ceiling decoration, Chaffey Auditorium.*





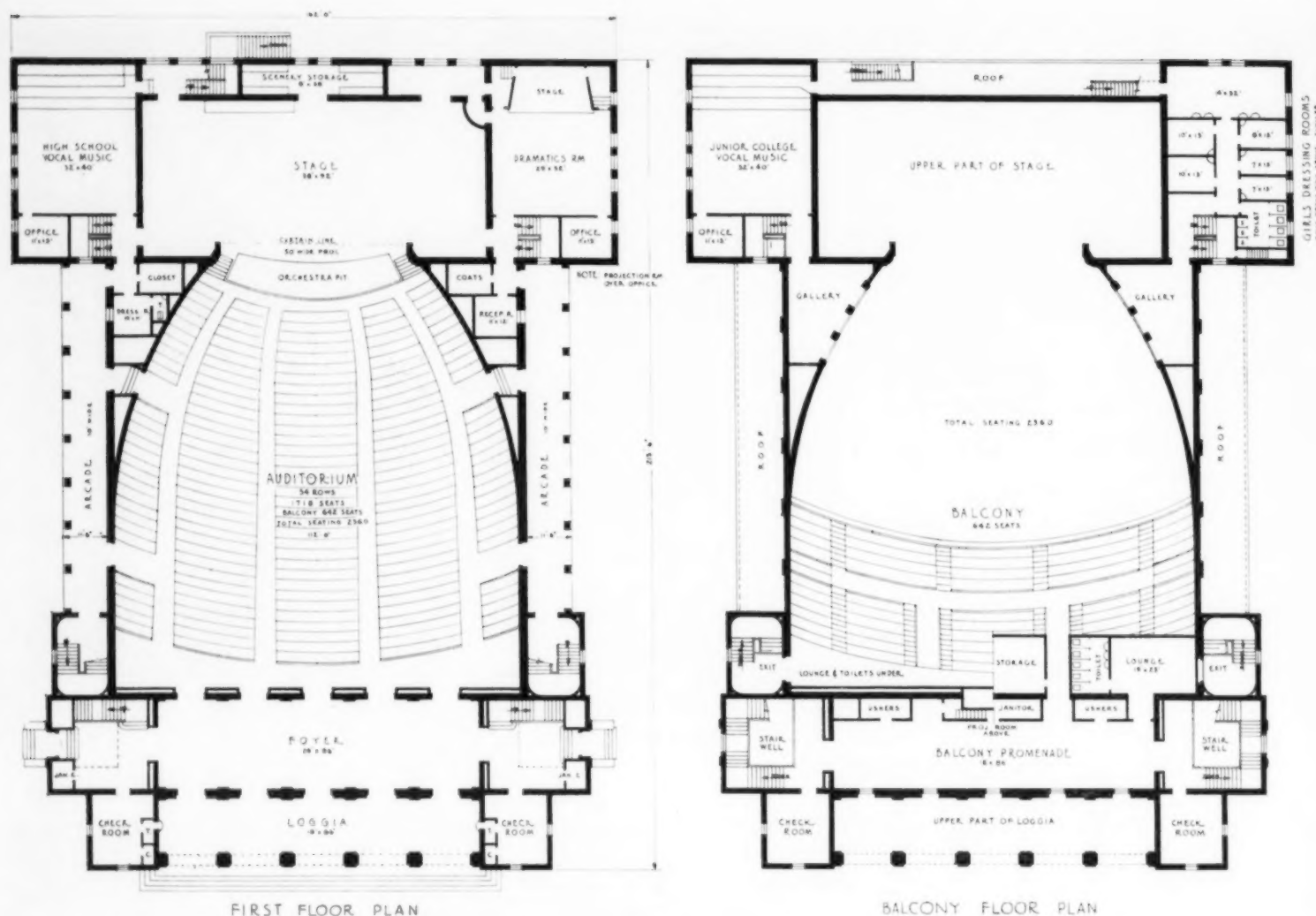
*General Exterior View, Chaffey Auditorium, Chaffey Union High School, Ontario, California.—Allison & Allison, Architects, Los Angeles, California.*



*The stage of the Chaffey Auditorium, Ontario, California, as seen from the balcony.*



*Detail of main entrance, Chaffey Auditorium, Chaffey Union High School, Ontario, California.*



*First Floor and Balcony Plan, Chaffey Auditorium, Chaffey Union High School, Ontario, California.—Allison & Allison, Architects, Los Angeles, California.*

plete broadcasting and voice tests to the students. The public-address system is arranged in such a way that music from this room may be heard in the main auditorium.

Accommodations for performers are placed behind and below the stage and include eight dressing rooms, an orchestra tune-up and conductor's room, property storage space for scenery and costumes, and two rest rooms. All dressing rooms are furnished with large mirrors, lights, and lavatories. There is also space for a stage carpenter's shop. The Green Room is an attractive place where friends and members of the audience may meet entertainers and dramatic casts at informal receptions following performances.

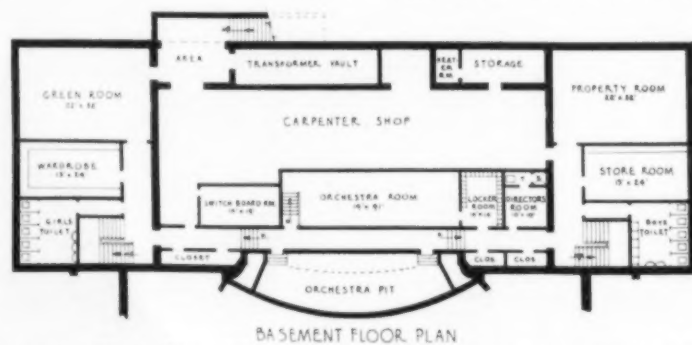
Ticket offices are found at each end of the front loggia, while the manager's office, checkroom, and telephone booth open off the main foyer. Other check rooms and two lounges with rest rooms may be reached from the upper hall which leads to the balcony. All dressing rooms, the orchestra and conductor's rooms are connected with the master switchboard and equipped with intercommunicating telephones. Clocks throughout the building are of the interlocking electric type.

#### Unusual Ceiling

High light of the interior is the ceiling in the main auditorium. The graceful dome is decorated with a woodland design in

blue-greens, picked out with touches of gold. Fanciful animals and birds give life to the scene which extends from the top of the wainscoting toward the center of the ceiling. The same color harmony is carried out in the carpets, gold damask stage curtain, and blue velour speaker's curtain. Contrast is obtained through the use of maroon velour seats and a rose taupe cyclorama. The central scheme is continued in the rest of the building through blue lobby ceilings and hand-wrought brass fixtures, with a glazed old ivory finish as background.

The new auditorium, which takes the place of an older structure, razed after the Long Beach earthquake, is of Class A construction of structural steel and exposed reinforced concrete. This design is fireproof throughout and conforms to the most modern earthquake resistance standards. Further safeguards include the asbestos fire curtain which trips automatically, being operated by a 160-degree fuse. Automatic sprinkler heads are located not only overhead but in all understage rooms and the scenery storage space. Offstage, orchestra pit and understage doors, as well as twelve smoke vents, are also operated by 160-degree fuses. All such devices are connected with an automatic alarm system. In case of unpreventable disturbance or dis-



*Basement Floor Plan, Chaffey Auditorium, Chaffey Union High School, Ontario, California.*





*A general view of the Chaffey Auditorium from the stage.*

aster there are eleven exits from the main auditorium, among them two emergency stairways opening directly from the balcony.

Equipment in the projection room makes it possible to show practically any type of film, either sound or silent. There are two 35-mm. professional-type projectors with both automatic and hand rewinds. Slides are shown and special color effects arranged with a dissolving stereopticon and two high-intensity spotlights. Adjoining the projection booth is the public-address mixer, which follows a broadcast design and is capable of mixing six microphones simultaneously. As it is semiportable it can be moved whenever desired. Two turntables, operating at either 38 or 78 r.p.m., play regular phonograph records or transcriptions.

The stage accommodates full casts for the most elaborate productions. It is 80 ft. across, 38 ft. deep, and measures 53 ft. from gridiron to floor. A trap door in the center allows unusual stage business. On the floor are eight plug-in receptacles for microphones. The four border lights are wired for three circuits in three colors, with one

row of footlights. Thirty feet in front of the proscenium arch, which stretches 50 ft. across the front of the auditorium, is a row of floodlights. These are also wired in three circuits. An effect of stars shining through the foliage of the decoration is given by the 60 units of ceiling lights.

Directly in front of the stage is the orchestra pit, capable of seating a complete orchestra. Pipes for the three-manual organ are placed above the pit with the console at the left. Formerly used in the old auditorium, this organ was originally planned for a building the size of the present structure.

By means of the intercommunicating telephone system, workmen, performers, musicians, and directors may call directly from the stage to the orchestra pit, to the box office, or to the projection booth. The public-address system is also interconnecting with the projection booth.

#### **Parking Facilities Provided**

In order to prevent traffic congestion during auditorium entertainments, two parking spaces have been provided, one directly south of the building and the

other to the north of the campus. Special lights make these as convenient at night as during the day.

Of the total building cost of \$444,743.23, \$199,800 was provided through a government grant under the Public Works Administration, and the remainder from the school budget, which includes \$49,000 direct from the budget over a period of two years and the rest a bonded indebtedness which will be paid in ten years. Men from the Work Projects Administration constructed the walks and terraces which lead to the auditorium.

The series of events which followed the formal dedication included a patriotic pageant with tableaux and motion pictures; concerts by the Chaffey band, symphony orchestra and a cappella choir; the opera "Carmen" by Bizet, by members of the local Federal Music Project; the high-school music department's presentation of a modern musical comedy; Shakespeare's "As You Like It," by the Junior College Little Theater; and a fashion show, featuring members of the home-economics department, as a climax to the eighteenth Chaffey Junior Fair.

# The School Fire-Exit Drill

Francis R. Scherer<sup>1</sup>

Our country has had many large school fires some of which have taken a considerable toll of human life. Even now the records of the National Fire Protection Association show that we are experiencing an average of seven or eight school fires a day in America. Fortunately our increased consciousness of measures for fire prevention and safety to life has reduced the number of deaths resulting, but since many children are still housed in aged and highly combustible buildings there is the probability of a catastrophe by fire which may again claim many lives. Even in buildings of modern "fireproof" construction there is the possibility of fire in combustible contents which may create sufficient smoke to cause a serious panic in the absence of proper fire-exit-drill training.

The National Fire Protection Association has made a splendid contribution in this field. In its various committees, this association has prepared a number of codes of safe practice to minimize fire hazards. The Building Exits Code, prepared by the N.F.P.A. Committee on Safety to Life, has to do with building exits, including a special section for schools and general information with reference to fire-alarm systems and fire-exit drills. The National Board of Fire Underwriters has also published worth-while material having direct application to fire prevention and protection as applied to schools. Such material is available without charge to those who will write for it.

We must recognize that there always will be school fires because of the large amount of paper, books, and combustible materials used in the activities program and in the shops. The combustible materials of the building and the wraps of the children will furnish added fuel.

If a building, even though it be well along in years, has its exit arrangement in accordance with the Building Exits Code, and if that school has a satisfactory fire-alarm system and a workable fire drill, it is likely that all persons in the building can be saved harmless in the event of fire. The requirements for exits and for the drill have been designed with reference to minimizing the possibility of panic resulting from the sight of fire or the smell of smoke.

Of outstanding importance in the matter of safety to life of those housed in a school building is the establishment and rigid practice of the fire-exit drill. The purpose of such a drill is to evacuate the building quickly, completely, and in an orderly manner. The repetition of the drill establishes a teacher control of the class so that the ranks will form quickly and silently, and obey orders for marching, halting, turning, and moving as directed.

Some states have mandatory regulations as to the number of drills to be held each year. New York State, for example, requires not less than twelve drills a school year, eight of which must be held between the first of September and the first of December.

Since one of the objectives of the drill is to familiarize the pupils and teachers with the procedure in order that they may carry out the drill in a natural and unhurried manner, it would seem desirable to hold the drill twice the first week of school, once each week thereafter for the next five weeks, and at least once each month from that time to the end of the school year. The first drill might well be made a matter of instruction for both the children and the new teachers. Its timing should be slower than the regular drill to permit recognition and understanding of the details involved.

## Time and Type of Drills

The person in charge should arrange it so that the drills are not called at the same hour of the day, or on the same day of the week, but that these are scattered so as to acquaint pupils and teachers with the various routes they are required to take from their various occupancies in the building. Particularly should some drills be held when large groups are present in such

occupancies as the assembly hall, the gymnasium, and the cafeteria. A drill makes for a particularly fitting event during National Fire Prevention Week in October, and again during Clean-Up Week in May of each year.

All drills should be of the surprise type, such that no person in the building, other than the one responsible for calling the drill, knows that the drill is to take place. For complete effectiveness all persons in the building should be wholly unaware when the alarm sounds as to whether it is an actual fire or only a drill. The response to the alarm must be the same for a drill as for a fire condition.

The success of the fire drill is dependent to a considerable extent upon the seriousness with which it is regarded by teachers and pupils. The right attitude can be established by acquainting them with the fact that, while there has been loss of life of teachers and pupils in burning school buildings, thousands of lives have been saved by means of effective drills. There is a proper rate of speed of evacuation. It is not running, but it is a brisk walk, the speed of which is best determined by the condition of the corridors, stairs, and side-walks to be traversed.

Persons in charge of groups during the drill should see that the attention of everyone is concentrated upon the business of



<sup>1</sup>Architect, Superintendent of School Buildings, Rochester, N. Y.

— St. Louis Post-Dispatch  
*Does the School Board Need This Lesson?*



getting out of the building in an orderly fashion. Talking, laughing, and horseplay while in line should be forbidden, although this restriction may be modified after the files have marched to their designated places outside the building.

When the fire-alarm bell sounds, teachers and pupils should stop work instantly, form into the required lines, and move toward the designated exits. If the regular exit is blocked, the leader of the group must take his file to the nearest available one. To prepare for a possible occasion when the stairway assigned to a certain group may be filled with smoke or flames, or for some other reason be inaccessible, an occasional drill should be held in which, unknown to all in the building except the responsible person, a certain stairhall or exit is blocked off from use, thus obligating some of the groups to forsake their regularly scheduled route, and to exercise initiative and discipline in the re-forming of lines and the use of the nearest available means of egress.

In stopping work the instant the fire bell rings and forming a line of march, it is important that no one be permitted to carry books, clothing, or other articles out of the building since this involves delay as well as danger that loose articles may be dropped in the path of egress with the resultant possibility of tripping and congestion. Any fire-exit drill concerning which the children have advance information or for which they are permitted to take time to put on their outdoor clothing, even in inclement weather, has little value. Such delay might well be the unnecessary cause of death.

### Plan of the Drills

Everything in connection with fire-exit drills should be under the direction of the principal, but in large schools this responsibility may be assigned to the vice-principal. In any event, the person so charged with this responsibility should never be absent from the building when school is in session unless someone equally competent has been specially designated, with the approval of the head of the school system, to act in the matter of the drill.

The manner in which the drill is set up will vary, depending upon such factors as type of school and the custom in the community. The organization of the fire drill and the first actual execution of it should take place within the first three days after the opening of school. The general plan can be worked out on paper with classes distributed to the various exits under a general scheme of having the smallest children leave the building first. When the plan appears workable on paper and the various exits have been assigned on a somewhat equalizing basis so as to bring about a complete evacuation of the building in the shortest possible time, the setup should be put to a practical test. Undoubtedly some changes will be required from the tentative paper plan to bring about the best operating conditions.

Whether groups are placed in charge of teachers or of older pupils will depend upon the rules of the school system or the judgment of the person in charge of the drill. If pupils are used to control the groups, it is assumed that this will not occur in grades below the high-school level.

An important part of the drill is the search and accounting. After each room has been evacuated, it is essential that someone make a check to be sure that no child is hiding in a cloakroom, a wardrobe, or any other concealed space. Likewise, toilet rooms, libraries, storerooms, etc., frequented by the children must be methodically searched. For this, either teachers or monitors should be assigned.

Best practice requires that stairways be enclosed. Such stairways are usually separated from the corridors by means of wired glass partitions in metal frames with hollow metal doors containing lights of clear wired glass. In some school systems the normal position of these doors is closed. In others they are held open by mechanical devices which can be easily released manually or are automatically released by fire or by the sounding of the fire-alarm signal. Under no circumstances should these doors be blocked open. If, when the alarm sounds, the teacher or monitor notes the presence of smoke in such a stair tower, the doors should be immediately closed, if they are in the held-open position, and the nearest available exit used. The purpose of this is to prevent the spread of smoke into the building and thus reduce the danger of panic.

### Halting and Recalling Pupils

In designating the place outside the building where each group is to halt, care should be taken to designate a spot sufficiently far from the building so that the children will be safe in the event that the building is actually afire. Sufficient room should be left around the building so that the Fire Department can reach it with its apparatus and personnel unhindered for instant action.

When the lines of children have reached their designated positions, it would be desirable to have them turn and face the building, keeping in line. When the recall signal is given the pupils and teachers will then, and only then, re-enter the building. In the event of a fire, special orders for the dismissal of the pupils from outside stations should be given by the principal or the person in charge of the fire-exit drill.

There appears to be additional safety in using a recall system which is visible rather than audible. In either case, however, it should be a signal used for no other purpose. The sounding of electric bells which are a part of the general call-bell system is a source of danger since these frequently ring from a program clock and might thus be sounded at an inopportune time. Colored flags displayed by monitors at the various entrances constitute a satisfactory and workable method.

### The Alarm Signal System

The alarm system used will depend to some extent upon the size and type of the building. Obviously the sounding device must be such as to be effectively heard in every part of the building, over all other sounds. The spacing of such devices is something that must be checked frequently since a change in the occupancy of rooms sometimes makes it difficult to hear the alarm system, particularly where such new occupancies are shops. The addition of acoustical corrective materials to corridors and rooms may be such as to impair the effectiveness of the existing sound devices, making it necessary to increase them in number or size.

In general, alarm systems fall into two types, the mechanical and the electrical. The mechanical system which requires only manual operation should be used preferably where but one station is required on a floor and where such can be located one over the other in a multiple-story building. For buildings requiring more than one station on a floor the electrical system is preferable since this permits of any number of sending stations and sounding devices.

The electrical system may be of the automatic type or the manually operated, automatically supervised type. Electric fire-alarm systems are designed to meet varying conditions such as size of building, current supply, etc., and range from the simple open-circuit, noncode-ringing system to the complete double electrically supervised code-ringing system. Most large school systems use the latter type. This may be connected with the signaling system of the Fire Department so that when an alarm is sent in from any station, other than a single station provided for fire drill only, the alarm will go into the Fire Department which can immediately respond.

The automatic supervision feature of such a system may give a visible indication by a red light with a secondary indication by a voltmeter that the system is fully charged and ready for use. In the event of failure of any part of the system, from low voltage in the storage batteries or other source of power, or a short circuit in the system, a trouble bell will ring and continue ringing until such time as all of the energy is exhausted.

With each type of system, but particularly the electrical system, it is most important that the equipment be inspected each morning before school is opened to the children. It is good practice to leave the system on continuously for the duration of the school year so as to avoid the possibility of someone failing to turn on the system each morning.

There are presented excerpts from the rules of a board of education governing the matter of fire-exit drills in the public schools of one of the larger cities. These rules, which have been in effect for several years, have proved successful in the rapid

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# Hard-of-Hearing Children in Public Schools

Warren H. Gardner, Ph.D.<sup>1</sup>

The average person does not recognize a hard-of-hearing child. A comparatively small group of people knows that there is a hard-of-hearing child, as distinguished from a deaf child. A person who can hear but who doesn't hear well is mistakenly called "deaf." An experienced person, however, may recognize a hard-of-hearing child through cues which characterize him, such as facial expressions or personality peculiarities which portray maladjustments evolving from extended deprivation of hearing. The layman may work side by side with a hard-of-hearing person and not know it. The average teacher may have in a class a seriously impaired child and not be aware of it. Thousands of hearing-defective children pass through health inspection lines without detection. Children live their entire school careers without official recognition of a serious hearing handicap. Such children have often been called mentally dull or slow or peculiar, and thereby have been unjustly classified with resultant mishandling.

A hearing is not as easily observable as a seeing handicap. A hearing loss may become very serious before it is discovered, although psychological and social difficulties may appear earlier and conceal the more fundamental fault. The more efficient and modern methods of measuring the hearing of children have revealed so many hard-of-hearing children that the astonished teachers, principals, and superintendents have been forced to revise their plans for schoolroom adjustment of many children. Members of the Lip Reading Department of the National Education Association have studied this problem for some time. They can explain the astonishment of the educators. Medicine and science have not furnished them the information on hearing as adequately as on seeing. An examination of health-study readers reveals the skimpy sections on hearing as compared with the elaborate discussions, rules, and questions on sightseeing. From the point of view of school health supervision, hearing is over 35 years behind seeing conservation. For the first compulsory law for vision testing was passed in 1898 in Connecticut, and the first compulsory law for hearing testing was passed in New York in 1935. The approach to a scientific and medical study of vision has been much simpler because of the greater accessibility of the organ. But recent development of amplification of sound has furnished scientists with adequate equipment for study of speech and hearing.

## A Quick Means of Testing

Mass testing of the hearing of school children has likewise been made possible

through scientific advances. The group audiometer was created by engineers at the request of educators (members of the National Education Association, Lip Reading Department), physicians, and especially members of the American Society for the Hard of Hearing. The audiometer is a special-type phonograph to which is attached a series of forty receivers. These are placed on one ear at a time. While a special test record is being played, the children listen to a voice calling numbers which at first are loud and later are softer and softer. The children write the numbers on a test sheet. If they stop writing too soon, it indicates they have stopped hearing before the others, and they are retested. This quick, automatic check of their hearing permits testing of from 250 to 600 children a day, the number depending upon advance preparation and assistance from the school staff.

The prevalence of hearing defects as discovered from annual surveys by the group audiometer in 45 states and Hawaii ranges from 3 to 18 per cent of the school populations tested. The average is about 6 per cent although in any given school system the prevalence of defects ranges from 1 to 20 per cent in the different buildings. This means that in a school population of 500 children, from 30 to 90 would fail the hearing test. In a population of 1,000 children 60 to 180 would fail. In a population of 5,000 children, 300 to 900 would fail. To put it another way, approximately two pupils in each schoolroom would fail the test. All of these children are not to be called hard of hearing. They are screened out or selected for further study because the test indicates that they are potentially hard of hearing. The hearing test is just one step in a series of observations. The important work begins after the test and discovery. Medical examinations are urged to determine why they failed in the test. In the more serious cases, personality, behavior, mental and scholastic status, language and speech ability, etc., are studied with the purpose of determining both the effects of the handicap and the need of adjustment.

The degrees of hearing loss in any given group of children range from minor to very severe, with occasional profound deafness. The majority of pupils have minor losses and offer the greatest opportunity for remedial treatment. Experience teaches that hearing conservation begins by checking the smaller losses (which are not easily detected) before they reach greater proportions. However, minor as well as severe losses often cannot be restored to normal because of their late discovery. Some of these cases of hearing loss show as high as 95 per cent deficiency in one ear. They are histories of long-standing neglect of abscesses that have ruptured drum mem-

branes, chronic infections, colds. In some instances, pupils have no explanations for their losses, and together with their parents are astonished at the discovery. On the other hand, the writer has records of hundreds of cases restored to normal hearing or arrested from further loss. Hence, early discovery and examination are necessary to detect and remove foci of infection responsible for the defects. The earlier the losses are discovered, the greater are the chances of a child regaining normal hearing.

## Common Causes of Deafness

The common causes of hearing defects of school children are traced to infections in the nose and throat which are closely related to the middle ear through the eustachian tube. The common cold repeatedly inflaming these passages makes damaging inroads on the hearing mechanism. Enlarged adenoids may block the nasal and ear passages. Diseased tonsils or adenoids, and nasal or sinus ailments are chronic foci of infection which cause school-child deafness. Contagious diseases likewise may cause nerve deafness or middle ear abscesses which if not promptly checked seriously damage the middle ear. The inherited type of deafness may be present in a substantial proportion of the children since from 20 to 25 per cent of the deficient cases report relatives who are hard of hearing. Wax or objects in the ear may account for as many as 20 per cent of the defects, although the obstruction may be merely incidental.

Reports from a typical hearing survey show the close relationship between ear and hearing troubles. For example, of all children found defective in hearing with the group audiometer:

- 75-90 per cent report a history of ear troubles
- 60-80 per cent report a history of earaches
- 30-40 per cent report a history of running ears
- 10-18 per cent have running ears at the time of the test
- 50-60 per cent report ear noises
- 20-25 per cent report hard-of-hearing relatives
- 35-40 per cent report chronic colds
- 20-25 per cent breathe through their mouths
- 30-40 per cent have suspicious tonsils
- 10-20 per cent have wax or debris plugging the outer ear canal
- 60-80 per cent have scars on their drum membranes

These figures give ample proof of the great need of early discovery and treatment of hearing defects.

Although early detection and treatment are important, the attention of the educator is impelled toward the effect of hearing deficiencies upon the achievement of

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Group testing of hearing in a public school at Oswego, New York.  
— Photograph, courtesy of Dr. Frederick Leighton.

school children. On the basis of 6 per cent of the school population having defective hearing, one half of these or 3 per cent of the total school population may be in need of educational adjustment in addition to medical examinations. In surveys made by the National Education Association, Department of Lip Reading, from 1 to 1½ per cent of the children are receiving lip-reading training in schools practicing hearing conservation. Any child with 15 per cent loss in one ear should be studied with a view to readjustment. Such a loss produces a strain on his effort to listen and makes him turn his head toward the speaker, especially if he is seated on the wrong side of the room which is too often true. A 15-per-cent loss in both ears handicaps the child still further and makes him inattentive. He makes mistakes in carrying out instructions or fail to hear assignments. He often asks repetition of dictated words. Children with somewhat greater losses may not hear the soft, weak voices of children reciting or the explanations of the teacher standing at the board.

#### School Failures and Hearing Defects

Researches show a definite relationship between failure and hearing defect, in studies requiring oral explanation and discussion. Beginning arithmetic is a good example. A child recently observed, had reached long division without being able to add or subtract. With the aid of lip-reading training and its correlation with arithmetic, the boy finally became an excellent student in the subject. Another child, Emma Lou, was an average, hard-of-hearing child whom the teachers had considered hopeless and disliked having her in their rooms. She had had a consistent record of F's, D's, and C's. After one year of lip-reading training, she suddenly acquired an interest in spelling and missed one word in a 6-week period! Like many

hard-of-hearing children, she was a "behavior child." She pinched and annoyed children and interfered with everyone's affairs. This behavior gradually ceased as she was given equipment to supplement her poor hearing. Her dulled mind was stimulated, mental processes speeded up, and a new world was opened to her. Self-confidence was established and now she is no longer the problem child.

The problem children become more seriously involved in their schoolroom adjustments as they approach the upper grades where the pace is swifter and much more is expected of them. Their achievement makes a proportional decline because they are inadequately prepared. Hence they wish to quit school, run away from their difficulties and embarrassments and show other asocial tendencies. Like Emma Lou, they become cases for the personnel division. One supervisor looked over the list of the children of deficient hearing and exclaimed, "Why I didn't know that child was hard of hearing. She's one of my obstreperous girls!" Another supervisor remarked at the large number of remedial-treatment cases who were on the defective-hearing list.

Remedial cases are occasionally mishandled because of inadequate information. One child, given a group intelligence test, could not hear the oral instructions and received a subnormal grading. Later the test was administered individually to her and she scored a mental age slightly above normal. Verbal tests do not reveal the true mental standing of hard-of-hearing children. Handicapped in speech and language due to a hearing defect, they have not absorbed as much of the material on which children are tested, and consequently the test scores are not a good basis for judging their abilities.

Failure to understand the physical and educational difficulties of slightly hard-of-

hearing children may be understandable since they are not so easily detected, but a most grievous situation occurs when a child begins his first day of school with a serious hearing defect. Such a child does not develop adequate speech or language because he does not receive a perfect pattern through his ears. Samples of such a child's writing or speech will show the use of key words only that are essential to the thought, such as, "me-home" or just "ome" when he wants to go home. Or, "Paste-cut" meaning "I want to paste and cut." The writer has observed hard-of-hearing children in the schoolroom whose speech was unintelligible. Detailed analysis showed 30 or more speech sounds omitted or imperfectly produced. Hearing losses of these children may resemble those of children in the deaf schools. This does not necessarily mean that they belong in the deaf schools. It points to inadequate appreciation and handling of the child from his first day in school.

A child may enter first grade and stay there several years without detection of the hearing defect. He may be treated as slow or dull or immature. "Just give him time to become socialized, and he will be all right," is a common solution to the beginner's difficulty. The tragedy of the "solution" is the fatal position in which the child is placed. When he has been classified or judged, nothing further is done for him. Often the teacher lets him amuse himself in order to give her time to the 30 to 50 children in the group who have normal hearing. The child finally is pushed on to a higher grade where his training becomes still less adequate to cope with the advanced work. Teachers have still less time to correct his speech or language so he remains incapable of expressing himself adequately to his playmates or to the teacher in formal recitation. The inevitable result is an untrained mind, a warped personality, and an asocial person, inadequately prepared for citizenship or self-support; a person without self-respect or security.\*

\*EDITOR'S NOTE: Dr. Gardner will submit in a later issue plans for the discovery and treatment of the hard-of-hearing child in the schoolroom.

#### INCREASED RESPONSIBILITY; DECREASED RESOURCES

The problem generally faced by the public schools at the present moment may be concisely summarized in four words: increased responsibilities; decreased resources. The responsibilities are shown by the unusually rapid increase in school enrollment due to the late depression, as well as other causes. While the schools are thus being given a task larger, more difficult, and in many ways more important than ever before, the financial resources which should enable them to do this work are being threatened or actually curtailed. Education has evidently carried a significant share of the general retrenchment in public expenditures. Such retrenchment cannot continue indefinitely if the schools are to perform their important functions with reasonable success. — L. K. Ade.

## The Legality of Contracts for School Buildings

E. M. Webb<sup>1</sup>

In view of the fact that in the past few years many school-building programs have been launched, it will be beneficial for school administrators to review the common-law principles pertaining to illegal and unauthorized contracts for the construction of school buildings.

The following paragraphs summarize the more important principles of common law relating to this problem as revealed by court decisions throughout the United States.

### Contracts Not Made at Regular Meetings

If the law fixes a certain time and place for transacting the business of the school district, a contract made on a different day is void.<sup>2</sup> Some courts have held, however, that notice of a regular meeting is unnecessary where regular meetings are held at stated times fixed by the board of school trustees.<sup>3</sup>

On the other hand, the fact that notice to the directors of a meeting of the board is not given will not affect the validity of a contract to construct a school building if all the members are actually present and participate in the meeting.<sup>4</sup>

### Contracts Made by Unauthorized Agents

Contracts for school buildings made by unauthorized agents are void. A case<sup>5</sup> in point was tried by the Appellate Court of Indiana in 1920. The terms of the offices of the advisory board had expired, and their successors had qualified for office. After the qualification of these new members for office, the old advisory board joined with the trustee in declaring an emergency and in executing a note. In declaring the contract void the court held that anyone contracting with such officers must take notice that they are creatures of the statute and that they have only such powers as are conferred upon them by statute. They must exercise such powers only in the manner conferred upon them by statute.

In another case<sup>6</sup> action was brought against a school district upon a contract for the construction of a schoolhouse. The contract sued upon was written and was executed between the civil township by the

trustee, and the school district. The court held that, if it was to be regarded in no other light than as a contract between the civil township and the contractor, it was void for want of the power on the part of the township to enter into it.

### Contracts Made When All Directors Are Not Present

In many jurisdictions<sup>7</sup> it has been held that a valid contract cannot be made unless all directors are present or have been notified. This is an application of the general rule that where persons are authorized by statute to perform a public service, as a board or an organized body which requires deliberation, they must be convened in a body that they may have the advice of every member; although they may not be of the same opinions as to the matter at hand.

### Contracts Made Before Bond Issue

It has been held that the directors of a school district cannot enter into a valid contract for the construction of a school building until the bonds have been sold.<sup>8</sup> Contrary to the foregoing rule the Supreme Court of Appeals of West Virginia has decided that a contract depending on funds to be derived from the sale of bonds would not be inhibited or rendered void because the authorized bonds had not at the date of the contract been actually sold and the proceeds deposited in the treasury.<sup>9</sup>

### Contracts Not Authorized by Electors

In some states the duty of the board to call an election to authorize school-building contracts is mandatory. These statutes clearly limit the powers of the board, and without first procuring authority from the voters in the manner prescribed by statutes it is impossible for the board of directors to enter into a contract that will bind the district.<sup>10</sup>

Furthermore, a school board cannot, by subsequent ratification, bind the district by a school-building contract made after an

adverse vote of the electors.<sup>11</sup> Otherwise those conditions would be obviated in every case by the simple expedient of a ratification, and the statute would be circumvented.

### Contracts Illegally Increasing Indebtedness

The power of school districts to incur indebtedness in contracting to erect school buildings is very generally limited by statutes.<sup>12</sup> A contract in excess of the debt limit is void and not subject to ratification. Moreover, in some jurisdictions recovery cannot even be had on a *quantum meruit*.

A leading case<sup>13</sup> in point was tried by the Supreme Court of the United States in 1892 on appeal from the Supreme Court of Iowa. The high court ruled that "it would be inconsistent alike with the words, and with the object of the constitutional provision, framed to protect municipal corporations from being loaded with debt beyond a certain limit, to make their liability to be charged with debts contracted beyond that limit depend solely upon the discretion of the honesty of their officers."

Statutory limitation is absolute, and after it has been reached the officers of the district cannot enter into a school-building contract which will burden the district for any greater amount.<sup>14</sup> If, however, an issue of bonds provided for the construction of a school building increases the indebtedness beyond the statutory but not beyond the constitutional limit, they may be legalized by a subsequent statute.<sup>15</sup>

It has been further held by the Supreme Court of the United States that, if a school district issues bonds increasing its debt beyond the constitutional limit, they are void even where the proceeds are to be used to decrease the pre-existing indebtedness.<sup>16</sup>

Since the power of school districts to incur indebtedness is so generally limited by statutes, it is necessary for school directors to exercise care in entering into school-building contracts, because contracts which increase the constitutional or statutory limit are, generally speaking, void. It has been held, however, in some jurisdictions that school-building contracts illegally increasing indebtedness are valid and enforceable up to the constitutional limit but invalid as to the excess.<sup>17</sup>

The question now arises as to whether

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<sup>1</sup>Superintendent of Schools, Berne, Ind.

<sup>2</sup>*Dierks Special School District v. Van Dyke*, 152 Ark. 27, 237 S. W. 428.

<sup>3</sup>*Smith v. Dandridge*, 98 Ark. 38, 135 S. W. 800.  
*School District v. Smalley*, 58 Mo. App. 658.  
*Fluty v. School District No. 11*, 49 Ark. 94, 4 S. W. 428.

<sup>4</sup>*Dierks Special School District v. Van Dyke*, 152 Ark. 27, 237 S. W. 428.

<sup>5</sup>*Wyson v. Board of Education of Town District*, 102 S. E. 733.

<sup>6</sup>*Railroad School Township v. First State Bank*, 73 Ind. App. 358, 126 N. E. 34.

<sup>7</sup>*School District No. 8 v. Home Lumber Company*, 97 Okla. 72, 221 P. 433.

<sup>8</sup>*Dierks Special School District v. Van Dyke*, 152 Ark. 27, 237 S. W. 428.

<sup>9</sup>*Forcum v. Independent School District of Montezuma*, 99 Iowa 435, 68 N. W. 802.

<sup>10</sup>*Young v. Board of Education*, 54 Minn. 385, 55 N. W. 1112, 40 A. S. R. 340.

<sup>11</sup>*Sullivan v. School District No. 38*, 39 Kans. 347, 18 P. 287.

<sup>12</sup>*Smith v. Dandridge*, 98 Ark. 38, 135 S. W. 800.  
*Gordon v. School District*, 38 Me. 164.

<sup>13</sup>*Fisher v. School District*, 28 Vt. 8.  
<sup>14</sup>*Bone v. Black*, 174 S. W. 971.

<sup>15</sup>*Wyson v. Board of Education of Town District*, 102 S. E. 733.

<sup>16</sup>*Henderson v. Long Creek School District No. 2 of Divide Co.*, 171 N. W. 825.

<sup>17</sup>*Board of Education v. Rober*, 23 Ill. App. 627.  
*School District No. 80 v. Brown*, 2 Kans. App. 309, 43 Pac. 102.

<sup>18</sup>*Edwards v. School District No. 222, Cotton Co.*, 235 Pac. 611.

<sup>19</sup>*Turney v. Town of Bridgeport*, 55 Com. 412, 12 Atl. 520.

<sup>10</sup>*Henderson v. Long Creek School District No. 2 of Divide Co.*, 171 N. W. 825.

<sup>11</sup>*Doon Township v. Cummins*, 142 U. S. 366, 12 S. Ct. 220, 35 U. S. (L. Ed.) 1044.

<sup>12</sup>*Anderson v. International School District No. 5*, 32 N. D. 413, 156 N. W. 54.

<sup>13</sup>*Kenmare School District No. 28 v. Cole*, 36 N. D. 32, 161 N. W. 542.

<sup>14</sup>*Superior Mfg. Co. v. School District No. 63*, 28 Okla. 293, 114 Pac. 328.

<sup>15</sup>*Doon Township v. Cummins*, 142 U. S. 366, 12 S. Ct. 220, 35 U. S. (L. Ed.) 1044.

<sup>16</sup>*Capital Bank of St. Paul v. School District No. 53*, 1 N. D. 479, 48 N. W. 363.

<sup>17</sup>*Superior Mfg. Co. v. School District No. 63*, 28 Okla. 293, 114 Pac. 328.

<sup>18</sup>*Superior Mfg. Co. v. School District No. 63*, 38 Okla. 293, 114 Pac. 328.

<sup>19</sup>*Doon Township v. Cummins*, 142 U. S. 266, 12 S. Ct. 220, 35 U. S. (L. Ed.) 1044.

<sup>20</sup>*Anderson v. International School District No. 5*, 32 N. D. 413, 156 N. W. 54.



# A Program of Individual Corrective Exercises for Schools

Frank J. Wiechec, B.S.<sup>1</sup> and G. H. Sanberg<sup>2</sup>

There is a phase of work in schools that is not touched upon by physician, nurse, or teacher. It might be called "preventive" work. It deals mainly with postural abnormalities, bodily weaknesses, and deformities. A discussion is presented of a program of individual corrective exercises that was carried on in various schools in the city of Rochester, Minn. This corrective program limited its scope to the prevention and treatment of postural deviations, lateral curvatures of the spinal column, weakness and deformity of the feet, and diseases of joints and muscles.

Prevention is very important, as is shown by the advances made in preventive methods in other fields. Industry, and especially heavy industry, has spent huge sums of money yearly on safety work in preventing accidents, death, and injuries. Medicine has established a special branch of preventive medicine. Even in athletics, and particularly in professional and collegiate sports, the prevention of injuries is stressed.

Little has been accomplished in schools in the inauguration and maintenance of programs to prevent bodily deformities, muscular imbalances, or the correction of existing deformities among school children. The White House Report of 1932<sup>3</sup> showed that "in only a few scattered localities is the subject of posture training receiving any attention." This report referred to the teaching of bodily mechanics only; nothing was said about individual corrective work in postural deviations, curvatures of the spinal column, weaknesses of the feet, or other abnormalities that will respond to exercise. The report continued, "75 per cent of the male and female youth of the United States exhibit grades of body mechanics which, according to recognized standards, are imperfect."

A recent newspaper article<sup>4</sup> stated, "Only one of five American college men is physically fit. This conclusion is based on the results of examinations given by Army surgeons to applicants for cadetships in the United States flying service. According to a study made by the Northwestern National Life Insurance Company, four fifths of the college-trained men who applied were rejected because of physical defects."

Wheeldon<sup>5</sup> reported that letters were sent out to the head of the department of edu-

cation of each state, including the District of Columbia, on "the work that is being done in physical therapy in the physical education departments of the public schools at the present time." He received 35 reports "from the 48 states and the District of Columbia; 14 states did not answer. Of the states reporting, seven are carrying on a complete state program; six are carrying on posture work only as a state program; nine left the work in physical therapy to the local communities entirely; three included in their program special schools for crippled children and nine reported that they had no program at all."

Wheeldon continued, "We have not been able to get from any state a specific discussion of any plan described in detail." He reported that of all the children in the public schools of Reidsville, N. Car., a town of 5,000, conservative examinations revealed that 10 per cent of the children showed defects that were easily recognizable by parents when their attention was called to them. "Five thousand children were examined in the public schools of Richmond, 25 per cent of them had defects of the feet."

Colestock<sup>6</sup> reported that in a survey of the condition of the feet of children in the city schools of Pasadena, Calif., of 1,750 children examined, 27 per cent had good feet, 40 per cent beginning poor feet, and 33 per cent advanced poor feet.

A physical-therapy (corrective exercise) program was carried out among the different age groups of schools in the city of Rochester. The program was conducted in three types of schools: (1) hospital nursing schools, (2) the junior and senior high schools, and (3) elementary schools. In a class of 63 entering probationary nurses, examination revealed that 37 had defects of the feet, 15 had kyphosis (abnormal curvature and dorsal prominence of the vertebral column), 14 had lordosis (curvature of the spinal column with a forward convexity), 8 were found to have scoliosis (lateral curvature of the spinal column), and 4 others presented other physical abnormalities. These observations are worthy of note when it is understood that candidates for matriculation in a hospital nursing school are carefully selected. In the junior and senior high schools, of 200 students examined, 50 were referred for individual exercises by the

physician. In nine elementary schools, examination of 600 children from grades three to six revealed that 248, or 41 per cent, were referred by the school physician for physical therapy. Two hundred twenty-six of these children were treated by physical-therapy technicians. Of the group treated, 71, or 31 per cent, had lateral curvatures of the spinal column; 96, or 42 per cent, had anterior posterior curves (kyphosis or lordosis); 85, or 38 per cent, had weak, pronated feet; 23, or 11 per cent, had more serious ailments than those previously mentioned and were referred to the clinic for medical or orthopedic treatment or physical therapy.

Education has not advanced so far as have other fields in preventive work. Some reasons brought forward for the lack of work in this phase of school activity are:

1. Physical-education departments under whose supervision this work could best be carried on give no place on their programs to individual corrective exercises. Usually the instructors carry a heavy gymnastic schedule, teach hygiene, and coach various athletic teams after school hours. As a rule, academic teachers are not trained in remedial work; they have heavy teaching programs and have no time for extracurricular activity. Some school systems have financial difficulties and cannot afford to hire a sufficient number of teachers to devote time to this problem.

2. The school nurse, in addition to not being trained for this type of endeavor is too busy with first-aid work, hygiene, and other medical and social problems.

3. The school physician has little time and consequently limited detailed knowledge of this work. He is more interested in treating those children who suffer from a definite pathologic process, than he is in preventive measures.

4. Most parents know little about the segments of the body and their proper relationship to each other; therefore, they cannot aid their children except in following out the orders of the physician and teacher. As a result of this lack of interest, the child who has poor posture or other unsatisfactory bodily tendencies that will increase, unless they are prevented, as he grows older, receives no attention or training. It is in just such a situation that a scholastic, individualized program of corrective exercises would be of value.

## School Programs

The Section on Physical Therapy of The Mayo Clinic carried out a program of corrective gymnastics with the two schools of nursing in the city for a period of three

<sup>1</sup>Section on Physical Therapy, The Mayo Clinic.

<sup>2</sup>Superintendent, Rochester Public Schools, Rochester, Minn.

<sup>3</sup>White House Conference on Child Health and Protection: *Body Mechanics; Education and Practice*, New York, The Century Co., 1932, pp. 20, 45.

<sup>4</sup>*Rochester Post Bulletin*, United Press News Service (July 22), 1939.

<sup>5</sup>Wheeldon, Thomas: The relationship of physical therapy to physical education in the public schools. Read before the meeting of the National Physical Education Association, Atlanta, Ga., April 20, 1938.

<sup>6</sup>Colestock, Claire: Survey of foot conditions—kindergarten through tenth grade—Pasadena city schools, October, 1935, *Physiotherapy Rev.*, 16:190-194 (Sept.-Oct.), 1936.

years; in the junior and senior high schools for one year; and in the grades of nine elementary schools for six months. This was done with the full cooperation of other departments of the clinic (orthopedic and pediatric departments), the superintendent of schools, and the elementary grade supervisor. A schematic presentation of the organization of such a program will be found in Table I.

**Class for hospital nurses.** At the request of the director of nursing in each of the two nursing schools in the city, a so-called posture class was inaugurated. The general prevalence of poor posture was the reason for inauguration of the course. The directors stated that "girls who have weak, pronated feet and general poor musculature at the beginning of their training course, when put on the floor for duty, developed foot and back defects. Because of this, students were taking a great many 'sick leaves.'"

The purpose of this course, then, was to teach proper bodily mechanics to the group as a whole and to provide some activities in physical education to increase general muscular tone, especially in those segments of the body that were susceptible to strain, such as the lower portion of the back, and the feet. The remaining class time was devoted to an individual corrective program for those for whom physicians had recommended special exercises to correct or prevent existing deformity and weakness. One technician was assigned to teach this class of from forty to fifty students. The class was conducted once a week for fifteen weeks in the school's recreation room. Prior to the beginning of the course, the feet, spinal column, and general posture of each student nurse were checked by a physician of The Mayo Clinic who made recommendations for treatment when faults were found. Each class period was divided as follows:

1. A discussion of some phase of bodily mechanics such as position of the head, neck, and upper portion of the back; lower portion of the back, hips, and abdomen; defects of the feet; curvatures of the spinal column; and a discussion of various types of shoes. Testing for and practice of proper positions of the various segments of the body with class participation, occupied 15 minutes.

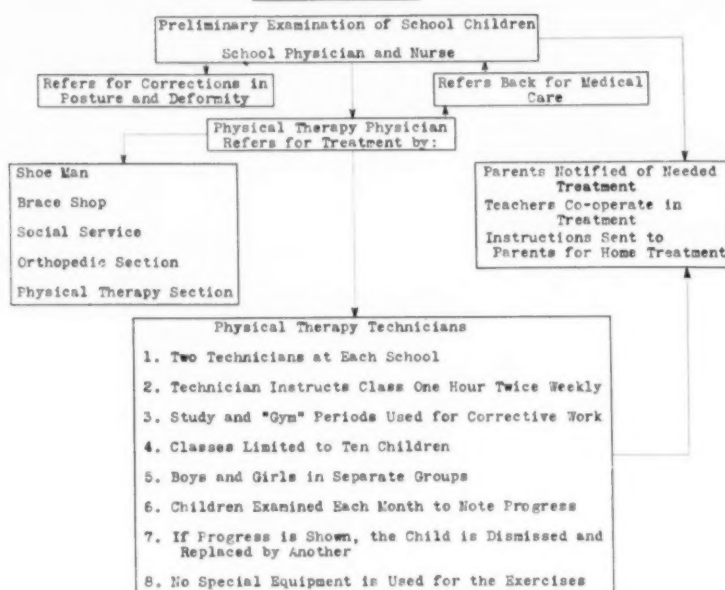
2. Training in standing and walking positions, including calisthenic exercises of general or corrective nature for the various segments of the body, occupied 15 minutes.

3. Recreational activities (postural races or games, games of simple organization) occupied 20 minutes.

4. Individual corrective exercises for the students in need of special exercises as recommended by the physician. No special equipment was used, although on occasion a dodge ball helped vary the recreational portion of the program.

**Junior and senior high schools.** In the junior and senior high schools, students for the corrective class were selected by class-

TABLE I  
SCHOOL ORGANIZATION



Organization for the correction of physical defects of children in elementary and secondary schools.

room teachers and instructors in physical education. These students were examined by a physician, who prescribed the type of treatment and exercises necessary for each individual. The physical therapy technician then carried out his orders. Once a month the physician returned to check on the progress of each student. Later, after another examination and on the recommendation of the technician, those students who had improved sufficiently and who had been instructed in exercises to be performed at home, were dismissed. In their place were enrolled other students for whom treatment had been prescribed at the first examination. Enrollment for corrective class work was limited to ten students: as one student was dismissed, another was taken to fill his place.

Two technicians were assigned to teach in this school. Both were graduates of schools of physical education and physical therapy. Two hours a week was devoted by each technician to the same class in teaching corrective exercises and correcting postural deformities. For those in need of treatment, such as those who had brachial paralysis, contractures, old fractures of ribs, poliomyelitis or spastic paralysis, heat applied by means of a luminous heat lamp or hot towels, was used. Massage and stretching of contractures were performed by the technician whenever necessary. Boys and girls were placed in separate groups. The technicians did not interfere with regular schoolwork; study and gymnastic periods were used for the corrective-exercise classes. No special equipment was used to carry on the program, although if mats, bars, and mirrors could have been provided, it would have eased the work of the instructor. A well-ventilated, quiet room had been provided for this class, and it proved to be wholly satisfactory.

**Elementary-school program.** On the annual examination of children, in addition

to the routine general examination, the school physician noted the feet, spinal column, general posture, and external abnormalities of the body, if any were present, of each child. If any irregularities were found, he gave a "refer card" to the school nurse. The nurse communicated with a physician in the physical therapy department and sent him the refer cards.

The physical therapist came to the school and examined the referred children thoroughly. After examination he did one of the following:

1. If deformity was present, such as shortening of one limb or a severe curvature of the spinal column, he referred the child to an orthopedist.

2. If a foot condition was found, the physical therapist sent the child to a "shoe man" for lifts or other corrections in the shoe, in addition to the corrective class work of the student.

3. If some internal disturbance was found, the child was referred to a pediatrician for medical care.

4. Children having postural defects, tendencies toward deformities, and weak, pronated feet had appropriate treatment prescribed for them. These children were treated in the corrective-exercise class of the school by physical therapy technicians. Before any treatment was attempted, the school nurse notified each child's parents and received their permission to treat him. The principal of the school and teachers cooperated to the extent of reminding and checking those children receiving treatment, concerning their posture.

**Administration.** Two technicians were assigned to each school. Each technician spent an hour twice weekly with the same class. Boys and girls were placed in separate groups, and the class never consisted of more than 10 children. If favorable progress was exhibited by the child, he was dismissed after being instructed as to



future exercises and his teacher was notified to watch his progress in the classroom. His place in the class was then assumed by another in need of treatment. For these sessions children were taken from their regular classes at 11 a.m. The time spent away from classwork depended on (1) the severity of the child's disability, (2) his interest in the corrective-exercise program, and (3) his grade in the particular subject he was missing. Most children spent hourly sessions totaling between 6 and 8 hours in corrective class during the 6-month period. Those who had more pronounced weaknesses or spinal curvatures stayed longer. No special equipment was used; the walls of the room, tables, chairs, and window pole were utilized. Children were examined each month by a physician to note the progress being made.

The class program followed by the technicians included: (1) an educational talk about the advantages and necessity of good posture, occupying 5 minutes; (2) demonstrations in postural training for the entire class in sitting, standing, and walking positions, plus individual student practice and testing for proper postural positions, occupying 10 minutes; (3) a general program of calisthenic exercises for the entire group, occupying 10 minutes; (4) individual exercises to correct or prevent tendencies toward deformities, occupying 20 minutes (at the beginning of the course the instructor taught each individual special exercises to meet his particular needs as prescribed by the physician); (5) individual instruction in home-treatment exercises, occupying 10 minutes; (6) postural games and recreational activities if time permitted, about 5 minutes.

### Recommendations

A program of individual corrective exercises can be carried on in each school. It can be carried on best under the supervision of the physical education department or teacher. The closest cooperation is necessary from the physician, nurse, parents, and teachers to make it a success. While a program can be carried on even though a physician is not available to supervise the work and check the children, an attempt should be made to obtain medical advice from a local physician. The type of corrective program provided will depend on the training of the teachers and their interest in the work, and on the co-operation of the parents and still other teachers.

Postural training alone does not warrant formation of a special class or inauguration of individual work, for it will not correct weaknesses or abnormalities of the body. Neither do postural campaigns nor contests fulfill the need. Postural work alone, can and should be carried out as a regular classroom activity. Instruction and practice in posture only one or two hours a week are not satisfactory; postural habits must be taught in the sitting, standing, and walking positions, and these positions must

be stressed throughout the day. Otherwise, the effect of such a program will be minimized. Therefore, the responsibility of maintenance of proper bodily mechanics should rest equally with the classroom and the instructors in physical education.

In every group, a few individuals are outstanding. They are the best athletes, healthiest individuals, and most popular students. There are also a large number who are normal and a few who are at the bottom of the group. It is among the last-mentioned group that poor posture, curvatures of the spinal column, deformities and weaknesses are found. The children in the last group are usually neglected, and yet it is they who need individual corrective exercises the most, and it is for them that such a program should be started. On examination, these children should be stripped so that the back, legs, and feet can be seen easily.

It is useless for a department of physical education to attempt such a program unless there are trained individuals available to conduct the work. The instructor must be able to recognize deformities and weaknesses, must be able to test for them and to make up an individual program for each child. To conduct such a program satisfactorily, he should be acquainted with and know kinesiology, physical diagnosis, anatomy and physiology, medical or therapeutic exercises, and he should have read books or articles on the subject.

If it is impossible for a physical education department to assume charge of a corrective program because of limited personnel or lack of training in this field, it might be possible that a school of physical education or physical therapy in the city would cooperate. Such schools could provide student instructors for the course if the public-school departments would organize and administer it. Such a plan would provide much-needed practice in supervising therapeutic exercises for these students, because in most instances institutions offering courses in physical therapy or physical education are not able to provide this training in courses of corrective gymnastics. It might be wise to state that allotment of this practice work should be limited to senior students in physical education or students in schools of physical therapy. These latter are graduates of either physical-education or nursing schools. Undergraduate students are not trained sufficiently, and as a rule they have not had sufficient experience in handling people.

For this program, a quiet, light, and well-ventilated room free from outside interruption is necessary. The following pieces of apparatus would make the program more interesting, but are not absolutely necessary: mats, a triple mirror, horizontal or stall bars, rings, plinths, and wands. If these cannot be provided, a few chairs and tables, a window pole, and a yardstick would do.

A filing system should be maintained in carrying out this type of program. Records

should be kept of each child's history, diagnoses, the treatment outlined for him, exercises given, and results obtained. Such a file would serve to protect both the school and instructor against claims and would provide for re-examinations and material for research purposes.

**Additional program.** In addition to the regular program, the physical education department could distribute printed literature to children, parents, and teachers on the subject. By means of talks, motion pictures, and demonstrations at Parent-Teacher Association meetings, instruction can be given to parents and teachers in methods of recognizing poor posture, curvatures of the spinal column, pronated, weak feet, and in performance of simple tests for these conditions. Material and films to illustrate these points can be obtained by writing to the Department of Labor, Bureau of Education, Washington, D. C., and to the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

### Conclusion

One of the three types of corrective programs that have been described herein can be adapted to a school's needs. All three programs progressed satisfactorily in our hands; however, the results were best in the last one presented, in which more adequate medical supervision was available than had been the case before. Whenever possible, there should be informed medical supervision over all training and correction of bodily mechanics. Nevertheless, if this is not available, a program still could be carried out by an instructor in physical education, if he were properly trained. He should have charge of this work because he has a better background of training in this field than any other teacher. By means of such a program, the recommendations of a school physician concerning care and treatment of bodily defects may be followed closely.

### A PHILOSOPHY VITAL

It is more important for the teacher to have a philosophy of life and education than a knowledge of techniques and methods. Such a philosophy should remind the teacher constantly that each day's school life for a boy and girl is not a day spent in preparation for life, but a day in the life of that boy and girl. School not only is preparation for life; it is life.—George Melcher, Superintendent of Schools, Kansas City, Mo.

### FREEDOM AND DEMOCRACY

Although the world has of late tended to become politically more centralized, regimented, and fascistic, the whole trend of education in this country seems to be in the direction of individualism, freedom, and democracy.—Dr. Frank P. Graves, commissioner of education for New York State.

### WHAT IS A SCHOOL?

A school is not merely a beautiful building, no matter how lavishly equipped with furniture, books, and apparatus. A school is a living spirit, blossoming from the daily triumphs of boys and girls under the inspiration of skillful teachers, and breathing life into material surroundings.—Worth McClure.

# A Good "Take Off"

W. D. Asfahl<sup>1</sup>

Educators have tolerated sluggish openings of the school term far too long. The impression has become common that the first weeks of school are unimportant, since there are so many interruptions, and about so long is required to get the system functioning and the pupils down to work. A study of this problem reveals that much of the lost time can be saved. Why cannot a school system be so organized and planned that a very small amount of time is necessary to get it functioning?

Our slow "Take-offs" have resulted in a loss of confidence in the school by the public, and, furthermore, pupils are slow to enter, thinking the first week or so makes little difference. In the interest of efficiency and economy we, as educators, need to find a solution to this problem as well as the problem of the end of the school year when efficiency sinks to a low ebb and school closes in an anticlimax rather than building up to a fine finish and a three-point landing.

In the schools of Delta, Colo., we feel that we have made distinct progress in eliminating a slow and confused opening of school. Comments of teachers, pupils, and patrons are to the effect that in September, 1939, school started right off from the first and everyone seemed to know what was expected of him. On the second day it was reported that school was moving along as smoothly as it does after being in session for several weeks. Our plans for the opening of school will demonstrate how this was accomplished.

First, consideration for the new school year came in October of the previous year when the school budget was prepared for the next fiscal year. Since the budget covers the calendar year it must be planned with consideration for the last five months of the school year in progress and the first four months of the following year. The school budget is an important regulator for the entire educational program and must be planned wisely in terms of the educational program of the community.

The second important step in the preliminary planning is obtaining recommendations from each of the teachers. These recommendations were made in the spring of 1939 and included requests for supplies, equipment, library materials, visual-education supplies, textbooks, and other items. The recommendation form also included space for reporting summer plans of the teacher, requests for changes in assignment, and a statement of suggested objectives for the ensuing school year. From these recommendation sheets the administration was able to make up orders for supplies, equipment, library and textbook materials. The orders were given in June or early July with August delivery. Thus, all

supplies and equipment were received but distributed before school opened. Other recommendations were considered and some disposition made of them. Report slips were prepared in the superintendent's office for each teacher, showing what action had been taken on each of the recommendations submitted by her in the spring. From the objectives listed by the teachers a group of five major objectives was selected for the entire school system.

On the first of August an *Interim Bulletin* was mailed to each teacher. This bulletin announced the dates for the opening of school and the special events attendant thereto.

One topic considered at the first general faculty meeting was the major objectives for the year. For each objective two teachers were selected to conduct the discussion of these objectives. This selection was made early in August, affording time to prepare for the discussion.

The principals returned to their offices August 15 and completed plans for the opening of school. Conferences with the superintendent resulted in outlining tentative plans which were perfected and given final approval one week before enrollment begins. Before the close of school in the spring, all children in the system had been enrolled for the fall term. However, there are always a great many new enrollees who come for registration during the three days set aside for that purpose prior to the beginning of class week. The deans and vice-principals were available to assist the principals during the enrollment.

All teachers new to the system were asked to attend a series of "orientation conferences" held on Friday. These conferences were used to acquaint the new teachers with the policies of the system and various procedures. The topics considered were carefully selected to include those items which the new teacher will need to know about during the year. Teachers reported that these conferences proved most helpful.

The general faculty meeting was held on Saturday morning at which time teachers received copies of the *Orientation Bulletin* (a handbook of school policies and procedures), a schedule of the testing program, the major objectives for the year, and the first issue of the *Preview* (a weekly bulletin from the superintendent's office which includes announcements and suggestions). The superintendent addressed the faculty on a timely topic planned to unite the faculty in spirit and effort. Following

## TEACHING DEMOCRACY

For us, the most important implication of recent world events is the need to build in our pupils a genuine understanding of what our American democracy really means, and an abiding loyalty to the ideals of democracy.—  
*Frank Cody, Superintendent of Schools, Detroit.*

the superintendent's address, an election of various faculty committees was held, and the meeting closed with a discussion of the major objectives of the year for the entire system.

Saturday afternoon was devoted to building meetings with the principals. The details of class schedules, playground and hall-duty schedules, and the activity program were planned and perfected.

A tea honoring the faculty and the members of the board of education was given at the home of the superintendent on Sunday afternoon. Monday the teachers worked out lesson plans, lesson units, and other details for the first day of actual school. Classrooms were given a special touch for the first day by the teachers who arranged bulletin boards and other things in the rooms.

A meeting of the superintendent's advisory committee was held on Monday afternoon. This committee serves as a contact body between superintendent and teachers. It serves in an advisory capacity only but greatly aids the administration in the formulation of school policies. The Monday meeting helped to iron out any difficulties which had arisen and to plan the work for the early part of the year.

A school and community meeting was held on Monday evening. Present at this meeting were the faculty, the members of the board of education, and from four to six representatives from each of some twenty community organizations. The program included greetings from the superintendent, the president of the board of education, and the mayor of the city; a brief sketch of the year's program by the principals; and a discussion of ways in which the school and community organizations could cooperate and bring about an integration of their programs. This discussion proved lively because of the differences of viewpoint of the representatives from the different organizations participating. Helpful suggestions were made. The questions asked resulted in a better understanding for all present. Furthermore, this meeting served to unite the community in its efforts to maintain the educational program.

So effective had our planning been that Tuesday was a delightful day. Everyone understood the plans and acted on knowledge of what was expected rather than guesswork. A walk through the buildings one hour after the first bell sounded found every group busily engaged in some worthwhile activity. It all seemed too good to be true, but it worked. No shattered nerves, no misunderstandings, no one angry or injured, just a sane and sensible, smooth functioning organization throughout. So, if well begun is half done, our "Take-off" insures a good school year which is worth all of the time and energy necessary for the preliminary planning.

<sup>1</sup>Superintendent of Schools, Delta, Colo.



# Equalizing School Furniture Installations

Lionel De Silva<sup>1</sup>

The modern educational program has brought about new requirements with reference to classroom furniture. The requirements differ from the traditional education, with its stereotyped program given to all children regardless of their abilities, needs, and interests. The needs of such a program were amply met by seats and desks permanently placed in rows. From them few children moved during the course of the day.

The modern teacher, however, is keenly aware of meeting individual differences of children. She plans larger areas of learning instead of rigid compartments of subject matter. She is interested in guiding children through democratic experiences by the use of committees in which the children establish their own regulative standards. This kind of a program requires flexible furniture easily moved to meet the changing learning activities.

In Inglewood city schools the problem of providing furniture adapted to modern needs was confronted with budgetary restrictions. Where the cost of one pupil station is larger than the normal per-pupil appropriation for capital-outlay expenditures, it can be seen that the needs must be met by gradually providing new furniture. Because of an awareness of the urgent need for movable furniture, appropriations have been made in the past several years to partially meet requirements.

Various methods of apportioning the funds to provide for furniture needs have been used. A basic per-pupil allotment of funds for equipment has been provided and schools have requisitioned furniture from these funds. New school plants have been equipped with modern furniture and new classrooms added due to growth have also been newly equipped. In addition to that, groups of teachers who had outstanding readiness for the modern program, presented reports which were evaluated by a budget committee. When the reports indicated a complete readiness to use movable furniture to advantage, funds were appropriated to partially meet the furniture needs.

These methods of apportionment for furniture funds had their values, but resulted in gross inequality among the various schools. Table I gives the movable pupil stations available at the end of the last fiscal year.

Table I. Percentages of Movable Stations Inglewood City Schools

School	Total Stations Needed	Movable Stations Available	Per Cent Movable Stations
A	540	86	16
B	710	228	32
C	415	241	58
D	264	92	35
E	342	136	39
F	660	330	50
Total	2,931	1,113	38

It can be seen that the percentage of movable stations available ranged from 16 per cent in one school to 58 per cent in another, while the average for the system was 38 per cent. This situation caused a critical problem for teachers and principals eager to utilize on modern educational procedures. Frustrations, which are blocks to the fullest release of the intelligence of the personnel, resulted.

<sup>1</sup>Director of Educational Research, Inglewood City Schools, Inglewood, Calif.

An appropriation in the new budget was made for new furniture. Some equitable method of apportioning funds had to be devised which would be fair to all the schools. A method of apportionment was democratically determined by the Administrative Council. The steps were as follows:

1. A standard of movable pupil stations for the system as a whole was determined. This was set at 50 per cent of the total pupil stations needed in a particular school. This was more or less arbitrarily determined and was higher than the average of 38 per cent in the system at the time. This standard of 50 per cent of movable stations was determined for each school and was the figure toward which movable pupil stations would be equalized.

2. The number of movable pupil stations in each school was determined and subtracted from the standard of 50 per cent of movable pupil stations allowed. The figure which resulted represented the "units of furniture need" for each school.

3. The sum total of the "units of need" in the system, divided into the available appropriation, gave the allotment per "unit of need." For example, if in the system there were 1,000 "units of furniture need" and \$2,000 for apportionment, the allotment would be \$2 per unit. The allotment for each school was then determined by multiplying the figure obtained by the total "units of furniture need" for that school.

This method of apportionment did not result in complete equalization of movable pupil stations. It is obvious that to completely equalize up to the standard allowed, the appropriation should necessarily equal the cost of a pupil station multiplied by the "units of furniture need." In the case of Inglewood, the allotment per unit of need was somewhat less than half the cost of a movable station. In such a case, this method of apportionment is at least a step in the direction of equalizing the movable pupil stations among the various schools. The extent to which this was accomplished can be seen from Table II. The data are based upon the estimated cost of a movable pupil station. This cost was divided into the apportionment made on the basis of "units of furniture need," to determine the actual pupil stations which would be purchased with the apportionment.

It can be seen from the table that the range in percentages of movable pupil stations was from 16 to 58 per cent prior to the apportionment. After the apportionment the range of percentages was from 32 to 58 per cent. An

inspection of the data reveals that every school but two were reasonably close to the average of 44 per cent for the system. In one school which had the highest percentage of movable stations no appropriation was made. This school now had 14 per cent more movable pupil stations than the average. One school increased from 16 per cent to 32 per cent of movable stations and has only 12 per cent less than the average, while it formerly had 22 per cent less than the average.

Table II. Percentages of Movable Stations Before and After Apportionment

School	New Stations Added	Old Per Cent Movable Stations	New Per Cent Movable Stations
A	88	16	32
B	55	32	40
C	None	58	58
D	25	35	44
E	20	39	46
F	None	50	50
Total	188	38	44

This method of apportionment may have its defects, particularly in that it does not recognize the psychological readiness of teachers to make effective use of new furniture. When there is no readiness, the teacher will simply line up the movable furniture in rows, and the situation will be practically the same as with desks screwed down to the floor. However, this was not a handicap in Inglewood for funds did not permit the purchase of furniture to be distributed without discrimination. This problem obviously varies with the particular system, but it is possible that it would be a serious defect to the plan.

On the other hand, this plan of apportioning furniture funds has the advantage of being objective and impersonal. Readiness on the part of teachers to use movable furniture is difficult to subjectively determine. It is, furthermore, difficult to convince those teachers who are not ready that such is not the case. Such a situation is unhealthy for the morale of a system.

If this method of apportioning funds is used for several years, the standard toward which movable furniture will be equalized should be raised each year. Although this was arbitrarily determined in Inglewood, an objective basis could be to raise the standard by the number of pupil stations that the available appropriation will purchase. If, for example, the next appropriation would purchase a number of pupil stations equal to 10 per cent of the total stations needed, the standard of 50 per cent should be raised to 60 per cent. When this is done, this method of apportioning furniture funds can be objective and equitable.

## An Activity Unit

Myrtle Friend<sup>1</sup>

After reading in our basic primer, *Pets and Playmates*, about how Mary Ann and Junior made a house, the first grade of the McKee School, Findlay, Ohio, decided to make a house in their room. The room is reasonably large and equipped with tables and chairs, so we had the space necessary for such an activity.

Class discussions led to the study of building materials—brick, stone, and lumber—

<sup>1</sup>McKee Elementary School, Findlay, Ohio.

and the general idea of the outside of a house. We then made note of various houses in our immediate community and decided to concentrate our attention on a shingle bungalow just across the street from the school.

The outlining framework on inch-square lumber was quickly nailed together. This was covered with mattress boxes. A lightweight colored paper was cut and folded to resemble shingles. While some of the children did this,

others pasted the shingles to the cardboard, fastening at the top only. Regular-weight "construction" paper was used around the door, windows, top, and ends of the house. Left over wallpaper was donated to paper the house on the inside.

When the front of the house was completed early in the school year we were ready to study the furnishings of a home. After discussing the value of the various rooms we decided that a living room would be of the most value to us.

The children began to examine living-room furniture in their own homes and developed a keen interest in furniture in other homes. We discussed various types of furniture and the different materials used for upholstering. When completed we had five chairs, a davenport, a fireside bench, two end tables, one coffee table, an occasional table, two table lamps, a bookcase, and a radio. A small radio was placed in the back of the "orange-box" radio for a realistic effect. All the furniture was substantially made from orange boxes. The chairs, fireside bench, and davenport were padded with newspapers and rags and covered with cretonne giving it an overstuffed appearance. The curtains were made from cheap muslin and designed by the children with crayons. The tables were painted and the radio was stained and varnished. The fireplace, made from cardboard boxes and electrically lighted was quite an inspiration to the children at Christmas time. The furniture will be valuable as permanent equipment in the room.

Clay modeling was discussed from the standpoint of usefulness and practicability. The children were encouraged to observe and report on any pottery they could see in its different forms of usefulness. When each child had a rather definite idea of what he or she would make we set to work molding the clay. The resultant clay objects—candleholders, book ends, flowerpots, trays, and paper weights were painted at the easel and dipped in hot paraffin. This made them impervious to water.

The children planted several kinds of indoor plants in their flowerpots. This offered an opportunity to incorporate some valuable lessons in social science.

Now, that the house was completed it offered many situations where valuable home



*There is no problem of discipline in an activity class which is achieving its purpose.*

training could be tactfully taught in the schoolroom. Because we lived in the house during some part of every day, the care of the home and proper living could be emphasized in a manner that had a tendency to develop character. In many cases this training is more valuable than we sometimes realize.

The project afforded ample material for language, writing, building a reading vocabulary centered around the home, and a concept of measuring coming definitely from such needs. Each changing situation presented its problem demanding study, thought, critical judgment, and evaluations. Each learning situation became a problem-solving situation in which cooperation, self-direction, and critical thinking were developed. The activity provided an enriched curriculum for the brighter children and offered stimulation for the slower ones. Every child found that he could do something well. The classroom became a learning situation for everyone involved.

previous years. Merchants and others should know who is responsible for all bills, and pupils, teachers, or other employees should not be permitted to make charge accounts unless the superintendent or principal knows of and approves them.

In most high schools the athletic fund, students' fees, receipts from various activities, plays, and money from many other miscellaneous sources are usually turned over to the school officials for safekeeping and spending. A few of these funds are for specific purposes; others to be spent as pupils, various organizations, and teachers may direct. But many are designated to be used at the administrator's discretion, and he should not betray the trust and confidence his school places in him. The school and community have a moral right to know the sources and disposition of all school funds and particularly so when the school, by means of its extracurricular activities, has earned the money. Pupils, teachers, patrons, and school boards admire a "businesslike" method of accounting for receipts and expenditures, and a school executive should be competent to direct his school in the important task of accounting for the school's finances.

At the close of the school year, the yearly activity account of the school should be filed for record; and it is a good policy to make a financial statement in complete detail of all monies received and spent during the school term and send it to the school-board members and to others who may be interested. With all financial data at hand this is not an arduous task and will usually prevent criticism of the school officials and cause an increased confidence in their financial policies.

#### Breaking Down the Funds

The activity funds of the school should be collected and deposited in a bank as one account and a breakdown of the money made into various school accounts. It may be called an "activity fund" or designated by any other suitable name. By making one general account a clearinghouse for all school money, the necessity of having numerous accounts in a bank under names of various school organizations and individuals with divided responsibility for the care and disposition of the

## Simplified Accounting for Extracurricular Funds

L. A. Zeliff<sup>1</sup>

A superintendent should have available at all times an accurate and complete account of the extracurricular activity funds of his school. There is always an incipient danger of serious trouble and embarrassment for an administrator who is careless or indifferent with his records of receipts and expenditures of funds entrusted to his care. Anyone who handles other peoples' money should recognize the fact that to retain an impeccable reputation for honesty and integrity he must be competent to account for all funds for which he is responsible.

The superintendent or principal is always responsible for the extracurricular school activities and the receipts accruing from them, and more attention should be given these

funds than is the usual practice. The superintendent should have complete charge of all activity funds, and no money should be spent by him unless he can give an accurate account of what was done with it. In the smallest high schools, the yearly total of the activity funds often amounts to a sizable sum, frequently more than \$1,000, and many business organizations require surety bonds of employees who handle much less than an administrator in the average high school. If a financial accounting system is not used, a perplexing number of old bills are often presented to the superintendent for payment of which he knows nothing. A new superintendent frequently inherits them from a previous administration, and his predecessor should be ethical enough to inform him of all receipts, expenditures, and outstanding bills payable of

<sup>1</sup>Superintendent of schools, Stanberry, Mo.



unless money is likely to be added later. When the bank issues the monthly statement of the activity fund, it should be filed by months, together with all receipts, approved requisitions, canceled checks, deposit slips, envelopes, and any other necessary notations. When this is done, the school administrator will have at hand a complete, leakproof, and accurate record each month of all activity funds in his school.

From varied sources small sums of money come into the hands of the superintendent or principal for safekeeping. Often they amount to only a few cents at a time, and may seem unimportant, but an accumulation makes an amount too large for the busy administrator to keep a mental record of it in detail. For convenience in keeping a record of these small amounts, and for the larger ones as well that come into the custody of the principal, a manila envelope as shown in Figure 2 is recommended. This envelope can be kept in the school official's desk or placed in charge of the person who keeps the books, and when any fund, large or small, is received it can be easily accounted for and earmarked for the proper fund. There may be several entries on the envelope for the same account, and they should be totaled for each fund when a deposit is made and then distributed to the proper accounts on the journal which is kept by the school. At the time of deposit, the funds should be itemized on the deposit slip as shown in Figure 3, and the sum of the items, of course, should total the amount of the deposit. Unless these funds are assigned to the proper accounts on the journal when received and a receipt issued for the amounts, they are likely to be forgotten and misunderstandings are possible.

Most banks furnish checks free of charge to their customers and by a little extra printing a special activity check is devised (Fig. 4). A loose-leaf checkbook with two or three perforated checks to a page is preferable and will usually be provided if requested from the depository. It is important that the line "From ..... Fund" be printed on the upper left of the check to indicate the fund or funds on which the check is drawn; this will enable the bookkeeper to credit the expenditures against the various accounts on the journal. All checks should be numbered, and under the signature line a special printing "Blank High-School Activity Fund" will indicate to the bank that the check is drawn on the activity fund of the school. This extra printing costs but a trifle and is an invaluable aid in checking the expenditures from the various funds.

The date and number of each check should be recorded on the cash account, and if the numbers are recorded consecutively, easy reference can be made to the expenditures when necessary. The check stubs should also be itemized and balanced each time a draft is written and will enable the bookkeeper to know at all times the amount of cash in the bank credited to the school's activity fund. It will also serve as an additional checkup on the depository and as an additional record.

It is important to give a receipt for all money received and request one for all cash funds paid out, regardless of the size of the amounts. The receipts should show in

[illegible]

Fig. 1. Combined cash book and ledger. Fig. 2. The original of this petty cash envelope measures  $9\frac{1}{2}$  by  $6\frac{1}{2}$  inches. Fig. 3. Duplicate deposit slip. The distribution of funds is regularly entered so that the school accountant has an understanding of the origin of the funds. Fig. 4. Imprinted check used by the Stanberry High School Activity Fund.

detail the purpose of the expenditure; or if the money was received for deposit, it should show specifically the source of the fund and to what account it belongs on the journal. Any type of receipt may be used, but blank forms with sufficient space for all needed information and bound in book form and perforated with two or more on a page and a second sheet for a carbon copy can probably be more conveniently handled. These receipts should be filed at the close of the year with the yearly cash and journal record. They make a valuable record and should not be destroyed or lost.

When a pupil, teacher, or organization officer wishes to make an expenditure for any purpose, he should make out and present a requisition on an adopted form signed by the persons authorized, and it should then

be approved by the superintendent after signing and placing it on file. The requisition correctly made out and signed will make a record of the persons authorizing the expenditure and the items purchased. If the superintendent approves the expenditure, a check may be written indicating the fund or funds on which it is to be drawn.

To simplify the keeping of records only those forms that are necessary should be used, but if experience seems to make others desirable, they may be added. It is not good policy to use too many forms for they make the financial accounting system "top heavy." All forms should have sufficient space for needed information, and a superintendent must determine the data necessary to make his accounting system sufficiently practical to meet his needs.

## Modernizing Equipment for the Food Laboratory

Dorothy E. Shank<sup>1</sup>

Just as there seem to be cycles in all things, so there seem to be cycles in trends in school equipment. The early history of home economics, as it was taught in the public schools, is now in an up-to-date and modified form, being repeated.

The first courses were called "cooking schools." Today this form of teaching home economics is largely being held for adults rather than for the young girls who are in school, and adult education is increasing in importance.

As early as 1876 cooking schools were formed by various educational institutions to increase, as was said in those days, the interest in good food and to "direct female labor back into domestic affairs." One of the early cooking schools was conducted by Miss Juliet Corson in New York City during that year. An illustration of this school in action was printed in *Leslie's Weekly* of April 7, 1877.

Domestic science was early taught in the University of Illinois (1874); Iowa State University (1875); University of Kansas (1882), and at about this time courses were given at Lasell Seminary in Massachusetts. In this latter institution Maria Parloa, whose name was a household word for years, held demonstrations for the young ladies of this seminary in the kitchen of the home of the president. The kitchen was used as a unit, and food was prepared in regular family-size amounts.

### "Domestic-Science" Laboratories and Methods of Teaching

As impetus was given to the "science" of cooking, laboratories were installed in many of the schools where the subject was taught. The basement was often the only available space in which a cooking laboratory could be installed. The equipment consisted for the most part of tables on which were placed hot plates. The tables were arranged on three sides of a hollow square and a demonstration table or desk for the instructor was placed across the open end. Portable ovens were placed over gas burners if the lesson of the day required baking. The haphazardness of this method of baking was undoubtedly the

cause of many failures. Because the cost of ingredients made cooking classes expensive, recipes were divided and subdivided until a student might have one or two baking-powder biscuits or a muffin or two as a result of her effort. In spite of our modern educational theories there must have been real education in these methods for many of our home-economics leaders today were taught by these methods.

Teaching methods of the early days were based on the logical development of subject matter. One started with the subject of batters and doughs and prepared products from the simplest dough or batter through to the most complex. Cooking and sewing were the two main subjects of the domestic-science courses, and little thought was given to the convenience of one piece of equipment in its relationship to another, or convenient arrangement of the room, either in the home or in the laboratory.

In the next era auxiliary baking ovens were added to the school equipment, and sometimes small stoves with two or three burners and ovens beneath were placed at the side of the worktables. Some authorities seemed to think that students did not have any better, if as good, equipment at home. Why have up-to-date equipment in the schools? Even today there are schools where the equipment is woefully out of date.

### "Home-Economics" Laboratories — Methods of Teaching

Then the name "domestic science" was changed to home economics. Food and clothing took the place of cooking and sewing, and the students were required to study the composition of food, the construction of clothing in relationship to color and style. Teaching methods went from the logical to the psychological. It was discovered that there is less learning effort if a student's interest had first been aroused. Therefore, food courses were planned to start where the student would undoubtedly have a primary interest, and in many instances meals as a unit were prepared.

### Laboratory Equipment Brought Up-to-Date

It was soon seen that old equipment was inadequate and new equipment began to re-

place that which was out-of-date. Where once the old sink was tin, then soapstone, then porcelain; where it was once small and somewhat inconsequential, today it has become one of the most important pieces of equipment in our modern kitchens. In this age of streamlining, the sink has been streamlined, but no matter which word we apply to the design it does not interfere with the fact that the sink is convenient because of added space both in the bowl and the drainboards at the sides. And most sinks are in one piece, and therefore, are easier to clean and more sanitary. They are built in such a way that the water drains quickly from the drainboards into the sink, the slope being at exactly the right angle to accomplish this; the traps and the drains are sufficient to carry away the waste with less stoppage. They have made less work for the woman in the home because steps will be saved by the additional surface. In many instances a dishwasher attachment or electric garbage disposer are also features intended to reduce the amount of labor involved in the kitchen.

The word *streamlined* is also applied to the modern cabinets in both home and school kitchens. Here again, regardless of the word, this equipment is sleek, trim, and smooth on its surfaces. Dirt and dust stick less quickly and cleaning is more simple and more easily accomplished. It is true that cabinets may have lost some of the old-time individuality, but labor-saving features have been substituted.

Work surfaces such as tables and counters, are also well tailored, sleek, and trim. There are many available materials, of which work surfaces are made and most of them are highly satisfactory. Regardless of the newer metals and the composition materials which can be placed on tables and counters, nothing has yet supplanted the wooden top for at least one work surface in a kitchen.

### History of Stoves

Stoves, too, have come along with the march of time and today have many features that were unknown in the bygone days.

In 1879 the Sun Dial Range was advertised as the "first approach to modern gas range." In 1889 two-burner stoves were advertised for \$12 "to do the work nicely for small families, including washing and baking!" These stoves were very simple in construction—"elaborately mounted with solid steel frames and handsomely ornamented."

About 1891 the following advantages of the gas stove were listed in the catalogs: (1) cleanliness; (2) saving of labor; (3) economy (costs less than coal); (4) prompt and efficient work; (5) always ready; (6) breakfast or supper in 20 minutes; (7) dinner in proportion; (8) meats roasted by gas lose only 1/7 (coal 1/3) and are more nutritious and healthful; (9) no fuel or ashes to lug.

By 1905 smooth tops were shown with removable grates for easy cleaning and balanced drop doors were featured; as well as ovens thoroughly lined with asbestos; a pilot light at the oven burner; all burners removable. The ovens and broilers were low.

By 1917 many all-enamel ranges in white were sold. By 1925 most of the modern stoves were all-enamel inside as well as out, and color was beginning to come into vogue.

### The Modern Gas Range

From that year on each year has brought changes in general stove designs and construction. There was a time—and not so long ago—when it was necessary to turn on the gas cock and light the gas from a burning

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match. Now the flame and instant maximum heat are no further away than the mere turn of a valve. Another paramount feature found on some ranges is a small round burner which will not clog and which has reached a high degree of efficiency. The holes, or ports, as the manufacturers call the openings for the outlet of gas, are set at an angle. They slope downward toward the center so liquids boiling over cannot seek a resting spot in them.

The flame spreads evenly over the surface of a pan, providing even heat distribution for surface burner cooking. Another of the advantages of this burner is that it gives any amount of heat desirable for cooking, from a tiny heat for simmering, to moderate heats or a very fast fire for rapid heating and cooking, thus eliminating the need for burners of varying sizes on a stove, such as simmering, average, and giant burners.

While the burners cannot clog, any spill-overs can run into a stove unless the parts are protected. This protection is afforded the interior of the modern stove.

The modern oven, with its insulation cut to fit the part which it insulates, is fully enameled. There are no projections from the linings which are slotted, and no rough parts, which adds to the ease of cleaning. Most ovens today are equipped with safety oven cocks and some of the ovens have a constant burning pilot light for automatic lighting.

Regardless of all the other improvements, nothing is of greater convenience in the kitchen than the oven heat regulator, which was introduced as early as 1913. It supplies the means of accurately controlling the temperature of the oven so that each time any given recipe is prepared it may be baked uniformly. It saves even watching, thereby releasing time for other affairs.

It is even possible to have the gas turned on by means of a clock at any special time, maintain any given baking temperature, and shut off at a prescribed moment. Just about the only thing the modern gas range cannot do is to put food in the oven or remove it when done!

There are a number of new designs of broiler pans which make turning the meat or toast an easy job. The pan of today is so designed that the melting fat from the broiling food may drip quickly out of the fire zone into the pan below so it cannot catch on fire or smoke, and the upper pan prevents the heat from striking this fat to overheat it and cause smoking.

Some of the modern gas ranges have service drawers for small utensils, holders, and covers used during cooking operations. The drawers roll out and back with ease. Other models have cupboards for the storage of extra pans and covers.

The opportunity for laborsaving; the efficiency which is built into the modern range; the simplicity of construction; the smoothness of surfaces—made so by the use of good enamels which protect the steel of which the range is made; the heat regulation which provides a constant oven temperature for any desired length of time; the burners which provide great flexibility or an indefinite number of heats—just the proper degree of heat for the amount and kind of food which is to be prepared—these features and many more combine to make the gas range the outstanding piece of cooking equipment available today.

### The Unit Kitchen

With the coming into vogue of the new method of approach to teaching, a different

arrangement of school laboratories was required. The equipment was arranged in small units which were entirely separated by partitions, such as an individual kitchen would be, or with partitions which extended part way above the equipment and separated one unit from another. All of them might be equipped exactly alike, or each unit arrangement might have equipment that was different enough so the students would have an opportunity to work with a number of different arrangements as well as different styles of equipment. In each case the equipment was similar to that found in home kitchens.

With the coming of unit kitchens into the laboratory arrangement a great many domestic-type ranges, sinks, and cabinets were installed in school laboratories. For this type of arrangement more room is necessary to accommodate a given number of students, as in addition to the individual kitchen space must be allowed for chairs when it is desirable to have group discussions and sometimes for tables for meal service.

Where space does not permit a complete unit-kitchen arrangement the laboratory classroom installation can be used. This consists of a stove placed at one end of the work-table and the sink at the other. The stove is the domestic-range type.

If a modification of this type of laboratory arrangement must be used as a last resort, it is also possible to have a plate between two work surfaces. This plate consists of the top burners similar to those used on small ranges. In order to provide adequate oven space where this type of equipment has been selected, it is necessary to have extra banks of ovens in the laboratory. While, no doubt, the largest amount of cooking is done on the surface burner, it is somewhat inconvenient to have the student walk back and forth from table to oven. However, with the modern equipment and oven-heat regulation, one trip to the oven to insert the food and one to remove it may be all that is necessary, and it may be necessary to sacrifice one kind of convenience for another.

In re-equipping food laboratories it is necessary to keep in mind the fact that the plumbing must be given great consideration. Sometimes it can enter the room at just one spot, in which case sinks and stoves will have to be installed accordingly. Whether the unit-kitchen type of arrangement is to be used or the classroom type, it is wise to remember that plumbing bills are saved if stoves and sinks are each placed back to back.

In unit-kitchen types it is wise to have the sinks placed under the window and the stoves at the opposite side of the unit kitchen. Arrangement should also be made so that the partitions leave all the kitchen units open and visible for the instructor's benefit.

### The Care of the School Ranges

Given good kitchen tools it is certainly up to the teachers to use them intelligently and give them the very best of care. Pride of ownership is sometimes a great help. Students can be made justly proud of the laboratory, and each one can be made to feel her part in helping keep it in good condition.

Constant care, of course, is important, but with the modern enameled and metal surfaces, cleaning is easy. The equipment is sanitary as compared to the older types which had many cracks and crevices.

Enamel is really glass, and as such should be treated similarly. True, this type of glass is partly fused into the metal which it coats, but a sharp blow or rap may cause bits of the

top surface to chip off, or it may cause small cracks, more or less unnoticed at the time but in which dust and fat may lurk (as in a cracked cup) causing considerable stain which emphasizes the cracks or crazing.

This glass also may become etched if it is not treated properly. This means that the bright and shiny surface becomes dull, and this gloss once removed cannot be restored. Acids are largely responsible for this condition. Tomato juice, vinegar, spilled or splashed and allowed to remain on the enamel, will by standing, or the chemicals in some local milk or milk sweet when spilled and soured cause a dulling of the surface. Even sour water supply, may cause spotting.

The enamel should be wiped at least once a day, and more often if practical, with warm, soapy water, to eliminate the fat, acids, or other chemicals which may mar the surface. Remove very obstinate spots of food with steel wool, but only when a soft cloth and soapy water will not produce desired results.

### The High-Speed Oven

Due to a special construction of the oven burner today we have a speed oven—one that preheats quickly in spite of the fact that it is insulated. An oven that heats quickly is, of course, desirable in a laboratory so that the waiting period is reduced. Just as soon as the oven temperature is reached, the gas flame becomes automatically reduced by means of the heat regulator. Then is the time to place most food products in the oven—after it is preheated.

### Re-equipping a Foods Laboratory

There are many things to be kept in mind when re-equipping a laboratory. Most important are the amount of the budget, the number of students that must be accommodated, and the method of approach to the subject that will be employed. When these things have all been taken into consideration so it is possible to know whether a hollow square, unit kitchen, or laboratory classroom is possible, then the selection of equipment becomes exceedingly important.

Get in touch with reputable manufacturers of school cooking laboratory equipment.

Contact also your local dealers to determine what types and sizes of equipment are available in your locality. If you are not entirely sure what arrangement is the best for your particular laboratory, it is possible to try out different arrangements by making a floor plan of cardboard to scale and then cutting out to scale from stiff paper, the pieces of equipment. These pieces can then be placed in different arrangements until that which is the best suited for the purpose is found. Room must be allowed for cupboard and stove doors to open. There should be ample toe space for students working with the equipment. The stoves, cabinets, and tables must all be of standard convenient heights. In a unit-kitchen arrangement it is possible to have the equipment of heights for different size students.

There is no reason why school laboratories should not be as attractive, convenient, and modern as other school laboratories. Sometimes a very slight change in the laboratory makes a big difference in the arrangement even though new equipment cannot be purchased whenever desired.

If a lunchroom or cafeteria must be considered, the school will doubtless need heavy-duty stoves. In this case it is wise to consult a specialist for advice regarding that equipment

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## THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

### Bettering School-Business Management

**M**R. H. C. ROBERTS, retiring president of the National Association of Public-School Business Officials, has been urging a program for the professionalization of the several offices included under the broad head of school-business management. His recommendation in a way contradicts the widespread belief that progress in the conduct of the public schools is confined largely to the teaching and supervisory forces, and that those in charge of business affairs have not moved forward into corresponding higher levels of scientific and socially valuable service. Nothing could be farther from the truth, and those who will probe into the matter will find rather satisfying innovations and improvements in the school-business departments.

In the place of the modest school clerk who recorded the minutes, kept the financial accounts, and bought a few simple supplies in the local market, there has come into the school service a man of varied activities and large responsibility — the school-business executive.

It is true that in the small town the school-business manager is at one and the same time an accountant, a building manager, a purchasing agent, and a director of the nonteaching personnel. In the larger communities he has a number of assistants, and it is a poor town indeed in which the business management is not conducted by men who have a thoroughly professional viewpoint and who are prepared to an extent for their work.

In the large cities the business department of the schools is presided over by a group of well-trained men, each one of whom is a specialist in his own field. There is an auditor in charge of financial affairs, accounts, and budgets; an architect is responsible for the planning and erection of new school buildings and the remodeling of old structures; an engineer directs the design and installation of heating and ventilating plants and electrical equipment, and usually manages the engineering-custodians staff and the repair crews; a purchasing agent controls the troublesome problem of buying books, equipment, and supplies and of distributing the same to the schools, the cafeterias, and the school shops. The unifying agency who directs all these activities is the business manager, and he is truly a man of large affairs who is a legal school official, frequently co-ordinate with the superintendent, or more logically an assistant superintendent.

There is a growing belief that high standards should be set up for the appointment of the school-business manager and the employment of his assistants. It seems quite reasonable that school boards require for the office of business manager some scholastic minimum, some understanding of education, and some experience in business or in a field related to a division of school-business affairs. It certainly seems essential that the auditor be a certified public accountant, that the school architect be an experienced practicing member of his profession, holding the necessary state license, and that the engineer hold a university or a technical school degree, entitling him to practice his profession as a mechanical, or perhaps as a ventilating

or electrical engineer. The purchasing agent may well be required to have some experience in the selection of supplies or the management of an industrial stores division. Throughout the school-business department, the promotion of assistants who have proven their competence would be an incentive to ambition and a reward for good work and study.

Ultimately, as Mr. Roberts suggests, state legislation may be desirable, for certificating men on the basis of special training and experience, for the executive jobs in school-business departments. When that highly desirable situation has been arrived at, it will be possible for school boards to recognize merit alone, and to appoint the best available candidates whether these are local men or not.

### Further Reasons for High Cost in School Supplies

**I**N A recent editorial we pointed out some reasons why school supplies and equipment cost more than some people believe they should. The one outstanding reason advanced was the practice of deferring payments on purchases which is reflected in the selling price. The purchaser in any line of business who is known as a "slow-pay account" always pays more in the end than the purchaser who is prompt in meeting his obligations.

But there are other reasons which may well come under discussion. Not the least of these is the red tape with which the school laws and the local buying procedures tie up bidders and bids. When school boards follow supercautious purchasing methods, exact samples of the goods to be selected, demand the deposit of a substantial check, require bonds, and insist upon personal filing of tenders, it is certain that added expense must and will be included in the bids. Where special marking and packing are specified, costs will again rise. And finally, when the school-board executives have the reputation of quibbling and quarreling over trifles, refusing to accept commercial variations and demanding special considerations, it is inevitable that commensurate returns will be included.

There are in many items of school-equipment "service" costs which cannot be avoided and which school boards should expect to meet. There is hardly an important new device in the heating, ventilation, lighting, and sanitary equipment of school buildings which has not cost large sums for invention, development, and special engineering. The special furniture, seating, laboratory, and shop equipment, all involve unusual costs for experimentation, trial use, and redesigning and adaptation to the newer educational objectives and instructional methods. Hardly a detail of modern school equipment and supplies can be mentioned which does not require a further consideration — servicing and replacement of parts worn out under the heavy duty of use by children. To maintain trained service crews and to carry repair parts is an expense as every businessman knows.

In this connection members of the school trade make a serious complaint. They hold that frequently a bidder, who has given neither thought nor study to the subject of school equipment, secures the contract because he is a few dollars lower. Rarely is such a bidder equipped to render subsequent service when needed. In brief, the contract goes to the lowest, but not the lowest responsible bidder.

It seems highly desirable to make a change in the present system of awarding contracts for supplies and equipment to the lowest bidder. Every bidder should be required to demonstrate



that he possesses the facilities not only to produce the required article but is also equipped to make subsequent repairs and to supply parts when needed. In other words, that he is not a fly-by-night who secures his material from any factory regardless of experience and ability to produce.

In the choice of school equipment there has come into greater recognition not only the financial ability of the contractor but also the question of the facilities at his command to produce articles which have genuine value for education. The economy in buying school supplies and equipment lies largely in working out the specifications with an eye to the instructional and health needs to be met, eliminating superfluous exactions, and recognizing the responsible manufacturer and distributor.

### Tenure of State Superintendents of Public Instruction

**T**HE tenure of state superintendents of public instruction is more frequently dependent upon political than educational considerations. In some states the record shows that official tenure is limited practically to one term of two to four years, while in other states incumbents remain for many years.

Where the office is elective the fate of the superintendent hangs upon the political uncertainties of the state administration. If he is listed on the party ticket, he shares the fate of his party in case of defeat. On the other hand, he may survive if he is on the winning ticket. The regrettable thing here is that an office which ought to be far above party contention becomes a political football. In recent years educators of splendid ability have become the victims of partisan turnover.

One would naturally assume that where the appointive system prevails, greater permanency would be assured to those who hold the office. While this, in the main, is true there have been some regrettable lapses, largely due to the fact that the office was one of the spoils of the governorship and was no more sacred than that of any other branch of the state government.

The retirement of Dr. Lester K. Ade as state superintendent of public instruction of Pennsylvania, and the appointment of a successor, is a case in point. A Pennsylvania editor, in commenting upon the changes which have come with distressing rapidity, says:

"Dr. Nathan C. Schaeffer served as Superintendent of Public Instruction from 1893 to 1919. From then to now no superintendent has served more than the four years coterminous with the Governor by whom he was appointed. Death in one instance reduced the term to two years, but the successor served only until the end of the Governor's term. Finnegan, Keith, Rule, and Ade were four-year termers. Doctor Becht and Doctor Haas each served but two years.

"What effect these frequent changes will have on public education, pedagogues can tell best. There is a popular dislike of politics in public education. However it would be just as damaging to the public interest to have politics retain an unfit superintendent in office as to drive a fit man out. Clearly the sensible thing to do is to get in office an unquestionably able superintendent and then keep him there."

In general, the tenure of the state superintendent of public instruction is much less secure than that of the average large city superintendency. But, whether the office is elective or appointive, it ought to be removed from political contention and partisan favor and placed upon a truly professional basis.

### Following Legal Procedure in School Administration

**F**OUR years ago a school board in Massachusetts dismissed its superintendent of schools. The latter contended that he had been illegally removed and resorted to the courts for redress. The case after being contested in the lower courts, reached the Supreme Court of the state, with the result that the defendant was ordered to reinstate the superintendent, and the latter was awarded back salary from the date of his dismissal. Similar cases arising from the discharge of teachers have been recorded in Indiana, California, and other states.

The Massachusetts court held that the school authorities had failed to follow the law in the removal of the superintendent. It was not so much a question as to the justification of the removal as it was the manner of proceeding in the matter.

With the advent of tenure law, it becomes necessary, in effecting the dismissal of a superintendent or teacher, to have a legal basis of action and also to observe the letter of the law. As a rule, the teacher must be granted a hearing and an opportunity to answer or refute the charge of insubordination, neglect, incompetency, or what not. The defendant must be permitted to face his accusers so that no question can be raised.

The embarrassments which are likely to follow an unwise or illegal dismissal can well be imagined. The school authorities confronted with an adverse decision may not only be called upon to pay back salaries but may find themselves encumbered with an extra teacher or, what is worse, with two superintendents. Surely, one must be dropped. And what is to be done if the dismissed superintendent must be reinstated in office?

The moral is obvious. School authorities must act in conformity with the law. If the removal of a school employee must be made in the interest of a school system, there should be no hesitation to proceed in the matter. If incompetency, immorality, or insubordination can be clearly proved, it still remains that the course of action must be taken within the rules set up by law. The procedures for dismissing incompetent teachers and executives should unquestionably be simplified, and school boards should cooperate through their state associations to have the tenure laws modified in the interest of efficiency for the benefit of the children.

One of the great defects in American educational philosophy, as it has been expressed in some present-day programs of higher education, is the failure to distinguish clearly between training and education; between developing skill and acquiring knowledge; between learning facts and learning to think. In the liberal-arts college, the graduate school, and the professional schools this weakness has been everywhere evident. One of the most encouraging signs for the future of American scholarship is the tendency to increased emphasis on principles, with a diminishing stress on their application, which is the most characteristic element in the changes taking place all along the educational frontier. — *Oliver G. Carmichael.*

Knowledge is not power until it is applied; before the application is made it is only potentiality. Facts, principles, theories, are useless unless applied to situations to which they are relevant. — *A. R. Mead.*

## To Professionalize School-Business Administration

Cincinnati Convention of N.A.P.S.B.O.

The professionalization of school-business management is the ambitious task which the National Association of School-Business Officials set for itself in the course of its annual convention in Cincinnati, October 16-20. Established some 28 years ago for the unification of certain school accounting procedures, the Association carried along for some time a program of mutual help in general school-business problems, particularly purchasing, accounting, budgeting, and building and maintenance. In October, 1929, a complete departure in policy was made through the appointment of a research committee on school supplies. Following this, similar committees were assigned to the task of studying insurance problems, accounting, and purchasing. Several years ago a monthly bulletin and a system of exchanging information were established. The Association thus entered upon a period of all-year service to its membership. It is now proposed to make school-business management include a number of distinct career occupations of genuinely professional character. President Roberts who initiated the movement, holds that the possibilities of school-business management for educational and social service can be achieved best if the men engaged in it have a basic preparation for the work, if they are employed and continued in office on their records of efficiency, and if they are governed by a code of ethics which places high values on truly professional attitudes and achievements.

The Cincinnati meeting which was attended by more than four hundred school-business executives and approximately one hundred manufacturers of and dealers in school equipment and supplies, was notable not only for its extremely practical program but also for statements of progress made by eight research committees engaged in special studies.

The Association has always been remarkable for strictly attending to business and for exemplifying true mutual helpfulness. The round tables set a new standard of efficiency and in spite of the fact that the members had attended long morning and afternoon sessions, the school-building round table and the school-maintenance round table were continued until nearly midnight of Tuesday and Thursday evenings. President H. C. Roberts conducted two sessions with gracious efficiency, and Business Manager R. W. Shafer, of the Cincinnati school system, anticipated every desire of the convention with the orderliness and completeness for which Cincinnati is noted.

### The First Day's Sessions

The first formal session of the convention was enlivened by speeches of welcome and by greetings from the exhibitors. President H. C. Roberts, in his presidential address, pointed out the need of professionalizing the services of the business executives of city school systems as one of the important elements in bettering school administration. There are at present no standards of employment for school-business managers and other school-business executives. Local residence seems to be the only criterion. The schools employ superintendents on the basis of specialized professional training, personality, and experience. Why not business executives who perform extremely important technical duties of great

economic, social, and educational value? In the large cities, a form of apprenticeship might be set up, leading to promotion; for small communities, training in preparatory courses is needed. The proper professionalization of the office would enable communities to apply tests other than mere local residence, and successful young men might look forward to transfers from smaller to larger cities.

Mr. Roberts urged that the members of the Association must grow in service, by personally developing professional attitudes, by seeking to widen the influence of their positions, by contributing to research and to the literature of education. The Association itself should develop a broad study of the professional aspects of business administration and write a code of ethics for its members.

Mr. Paul J. Wortman, vice-president of the board of education at Dayton, Ohio, discussing "Whither Bound, Education," urged that children be educated to build a better world. "Life is worth living, only if we are free to worship God according to the dictates of our consciences; that if die we must, it would be infinitely nobler to die in defense of these liberties granted us by the Constitution." Mr. Wortman urged that democracy be taught, and that religion be made a part of education. We have, he said, no guarantee from God that democracy and the American traditions will be perpetuated.

Dr. Preston Bradley, of Chicago, closed the session with a strong plea for education of the individual to become master of himself and of every circumstance in which he may find himself. Only a respect for the sacredness of the individual personality will safeguard us against regimentation by the state. We want no education which, like the present systems of the totalitarian European states, allows the "Fuehrer" to do the thinking for the young people.

### The Tuesday Round Tables

The sectional meetings of the Association are, from year to year, growing in importance and specific helpfulness. On Tuesday afternoon three meetings took up respectively: (1) business management in small cities, (2) specifications and purchasing of supplies, (3) problems of finance and accounting.

Discussing "Inventory Systems," Mr. George L. Yelland, Alhambra, Calif., described a complete system which insures cooperation and responsibility on the part of teachers and principals as well as the business department. Clerk H. L. Sutherland, of Lawrence, Kans., urged a stress of practical policies which contribute to educational efficiency while they achieve maximum economy. Mr. Ruel E. Daniels, of Belleville, N. J., presented the program for the Essex County, N. J., Janitor School, in which the janitors of some 22 communities are receiving instruction in house-keeping, heating, and ventilation. Secretary John Baumgartner, of Davenport, Iowa, urged that every small town develop its own program of testing materials purchased for school use. Asst. Supt. C. L. Crawford, of Muskegon, Mich., urged an exchange of information and the development of cooperative testing-laboratory service.

In the session on School Supplies, Mr.



Mr. John W. Lewis, Baltimore, Md.  
President-elect, National Association  
of Public School Business  
Officials.

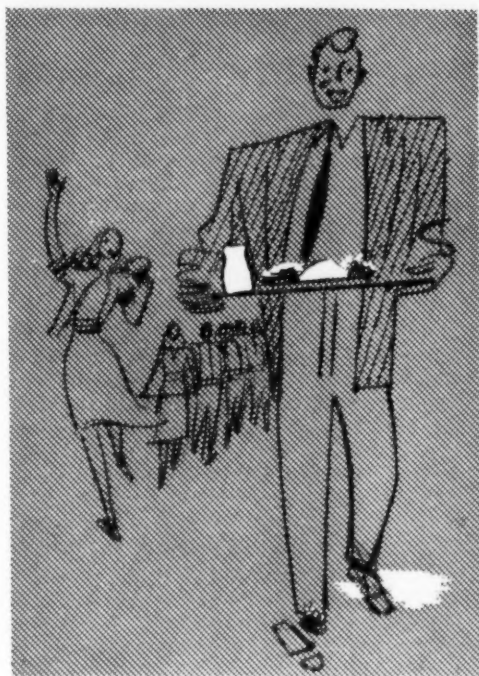
Earle F. Opie, Chicago Heights, Ill., urged the development of a seller's code for the fair specification of supplies. Mr. Wallace C. Kirk, Baltimore, Md., presented the technical aspects of the Baltimore plan for buying interior and other paints. Mr. R. W. Boedecker, of the American Society for Testing Materials, Philadelphia, Pa., described the basic specifications for the purchase of soaps and cleaning materials.

In the section on Accounting, Chairman Henry J. Smith of the Boston school committee, read the paper of Secretary A. M. Sullivan on "Finance Problems Confronting Municipalities." Prof. Oscar F. Weber, of the University of Illinois, pointed out the fact that the current floating debt of rural and village school districts in the United States exceeds the entire recorded bonded indebtedness of all school districts. This unfunded debt is depriving children in the country of an equal educational opportunity, and there is no way out in many sections except repudiation of debts. Not only federal aid seems necessary for these districts, but a complete reorganization of school districts and of state financial support is essential for the efficient use of future funds. Dr. Douglas E. Scates, of Duke University, described practical aspects of accounting codes for machine-operated financial and pupil accounting. Secretary H. H. Young, of Atlantic City, N. J., detailed the recently established "Accounting of Extracurricular and Activity Funds" in his city. Dr. Emery M. Foster, Washington, D. C., outlined "Proposed Changes in the Reporting of City School Statistics" as these will be required shortly by the United States Office of Education.

The evening round tables on (a) building construction, (b) purchasing in small cities, and (c) pupil transportation took on a new significance under the plan of assigned topics which were discussed by leading school executives and architects. The Transportation Round Table afforded not only a valuable discussion of the problems of safety and personnel management, but the group enjoyed a series of comparative statements on (1) the New Jersey system of state aid and control

(Continued on page 80)





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At 11:20 A.M. the first group of students descends upon the cafeteria. The next at 11:50, and the third at 12:20. Favorite foods demanded are hamburger-bun sandwiches, meat, mashed potatoes, cocoanut pie! No



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## National Council Revises School-Building Standards

That the National Council on Schoolhouse Construction intends to keep its "recommended practices" in schoolhouse planning up to date and in harmony with present growth in educational practice was demonstrated at the convention in New York City, October 9, 10, and 11. A considerable number of "standards" adopted in previous years were revised, and for a time it seemed that the council's sacred rule of sixteen square feet per pupil as the basis of classroom planning would be raised to eighteen feet. In a series of tentative statements which are to be finally adopted in 1940, the Council set up standards of construction for one-, two- and three-story schoolhouses and made these rather more liberal than the standards fixed by such authoritative documents as the National Exits Code and the regulations of PWA. Among the activities to be carried on during the coming year by the Council will be (a) a preliminary study of school furniture and equipment standards, (b) a review of a study of State School Planning Divisions, (c) cooperation with the Committee on School Plant Research in a study of toilet-fixture utilization, (d) the advocacy of further federal aid to school-building construction through FWA or any other agency to be established, (e) a continuance of the revision of recommended practices, (f) continued activity for the development of standards of schoolroom lighting, and (g) continued cooperation with federal and other agencies interested in better schoolhousing.

### The Program

President A. B. Moehlman so arranged the program that all of Tuesday should be given to the report of the Committee on School Buildings and Grounds (standards). The Monday morning session was spent in hearing committee reports, particularly of the liaison committees on lighting, fire protection, United States Office of Education, and school plant research.

At the afternoon meeting Monday Dr. T. C. Holy, of Ohio University, reviewed the recent "Research on the School Plant" calling attention to the serious need of a further program of research in various problems of school-plant planning and utilization. Miss Alice Barrows, of the United States Office of Education, reviewed for the Council some preliminary findings of a study of the "Status of School-Building Divisions in State Education Departments." Of thirty-eight states reporting, only eighteen have Divisions, and three additional have officials for controlling or assisting in the planning and erection of school buildings by local school authorities. There are wide variations in personnel, function, and authority of the Divisions, and a wide range of practice in promulgating standards, enforcing orders, and promoting betterment of conditions. There exists a need for interpreting the findings and for arriving at some basis of unifying the work of the Divisions, and of causing all states to carry on the work.

Mr. S. L. Smith, of Nashville, Tenn., reviewed the vast aid given by the Federal Government to schoolhouse construction during the past five years. Altogether, since the beginning of the depression, the federal funds for schoolwork through CWA, ERA, WPA, PWA, and NYA have exceeded two billions of dollars. Up to the end of June, 1939, PWA and WPA have aided in the construction of 15,810 school buildings, at an estimated cost of \$1,456,425,652. Federal funds in the amount of \$687,665,238 have been con-

tributed. No exact information is available concerning the moneys spent by the early activities of the Civilian Works Administration and the Emergency Relief Administration, except that it is certain that these exceeded \$250,000,000 for school-building construction. In the past two years NYA has contributed \$12,500,000 for school-building projects, so that the total of all federal aid in the various federal programs are well in excess of two billions of dollars. Of the funds expended for PWA and WPA, nine states erected buildings whose value was more than one half of the total combined programs. These states were:

State	Total Cost	Federal Aid
1. New York	\$196,876,127	\$99,030,830
2. Pennsylvania	119,363,843	54,809,035
3. California	118,405,114	50,524,219
4. Ohio	89,617,925	46,768,452
5. Illinois	71,462,739	31,948,614
6. Texas	53,912,665	22,065,753
7. Indiana	46,964,939	22,799,486
8. Minnesota	42,742,301	20,893,229
9. Massachusetts	41,351,941	21,349,629

Among the important revisions in the "Factors Pertinent to School-Building Planning," the Council adopted the following:

In the future the Council will recommend that all one-story school buildings, even of one classroom size, have at least two exits.

The Council adopted a minimum clear width of 88 inches for all secondary corridors in school buildings.

Until more data is available the Council adopted as its standard for mechanical-drafting rooms and other special areas the lighting standards of the 1932 Illumination Code of the American Engineering Standards Committee, etc.

The Council expressed its preference that the seating of spectators in school gymnasiums begin at the floor level.

Where cafeterias are planned for dining purposes only the Council set 10 square feet per occupant as the basis of planning.

In previous years the Council avoided the setting up of standards of construction, in the belief that these should be determined by local and state building codes. The Council has now set up a tentative series of construction standards which are to be revised and finally passed on in 1941.

### 3.0 General Construction

*Note:* For the purpose of these standards a basement shall be defined as "a story if the ceiling is seven and one-half feet or more above the grade level at any point next to the building."

#### 3.1 One-Story Buildings

a) That one-story buildings of 5,000 square feet area, or 10,000 square feet sprinklered, may be constructed of any type of materials without regard to the fire rating of such materials.

b) That the heater, fuel, and storage rooms, when located in the basement, be enclosed with construction having one-hour fire rating.

#### 3.2 Two-Story Buildings

a) That two-story buildings (and one-story buildings, if basements are used or are usable for any purpose other than the heating plant) be constructed with masonry walls, and floors and roofs of wood construction or better.

b) That heater, fuel, and storage rooms be constructed of materials with not less than a one-hour fire rating.

#### 3.3 Three- to Six-Story Buildings

That three- to six-story buildings (and two-story buildings if basements are used or are usable for any purpose other than the heating plant) may be constructed of semi-fireproof construction as defined by the building code of the National Board of Fire Underwriters. Wood may be used for floors, trim, sash, doors, frames, etc.

### 3.4 Buildings Higher Than Six Stories

That buildings in excess of six stories above grade at any point be of fireproof construction as defined by the National Board of Fire Underwriters; finish floors only may be of wood.

*Note:* It is recommended that no school buildings be erected more than two stories in height, except where the community has a full-time fire department, having adequate fire-fighting apparatus, ladders to reach their higher stories, and adequate water supply.

### 3.5 Stair Enclosures or Fire Towers

a) That in buildings more than two stories in height all required exit stairs be of the enclosed or fire-tower type.

b) That in two-story buildings of less than semi-fireproof construction they be required.

c) That such enclosures be of fire-resistive construction of not less than two-hour rating.

d) That the partitions and doors separating the corridor and stairhall be of wire glass in metal framing, and that the doors be of Class B construction, as defined by the Fire Underwriters Laboratories, with clear wire glass.

e) That during building occupancy it is permissible to keep doors to the smoke tower open if they are provided with fusible links or equivalent devices and may be released manually.

### 3.6 Chimneys

a) That all chimneys and smoke flues be constructed of brick, stone, reinforced concrete, or hollow masonry blocks.

b) That they be lined with fire-clay lining, or other refractories, suitable for the temperatures encountered.

*Note:* The fire rating of materials is to be based upon the specifications of the A.S.T.M., for fire tests and performance reports of the National Bureau of Standards, the National Board of Fire Underwriters, and other accepted testing laboratories.

### The Wednesday Sessions

On Wednesday morning Mr. Raymond V. Long, of Virginia, outlined general principles and standards for initiating a study of school-building furniture and equipment. In Mr. Long's opinion it is particularly necessary that school furniture be bought on the basis of quality, design, and suitability. One of the philanthropic foundations is to be asked to provide funds for adequate research. It is planned that the study be limited to prefabricated items, and it is intended that that initial studies include such items as steel folding chairs, wood chairs, movable desks and seats, library tables and chairs, etc.

At the afternoon session, the Council heard important papers as follows:

A discussion of a research study in "The Determinants of School-Building Costs" by Dr. N. L. Englehardt, Jr., of New York City.

The vast size and complexity of "The School-Plant Problem in New York City," by Daniel I. Maguire, deputy superintendent of plant operation and maintenance, New York City.

"The School Fire Drill," by Francis R. Scherer, superintendent of school buildings of Rochester, N. Y.

At the annual dinner a review of the Council's early conventions and struggles was recounted by the three "old timers": Mr. Frank Wood, formerly director of the Division of Buildings and Grounds of the New York State Education Department; Mr. Hubert C. Eichler, director of the Bureau of School Buildings, Harrisburg, Pa.; and C. B. J. Snyder, formerly superintendent of school buildings in New York City.

The Council elected the following officers for 1940:

President: John W. Brooker, Frankfort, Ky.  
Vice-president: John W. Lewis, Baltimore, Md.  
Secretary-Treasurer: Dr. Ray L. Hamon, Peabody College, Nashville, Tenn.

Chairman of Executive Committee: Thomas J. Higgins, Chicago, Ill.

Member of Executive Committee: Charles Bursch, Sacramento, Calif.

The convention in November, 1940, will likely be held in Chicago.





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# California School Trustees Meet

Mrs. I. E. Porter

On September 28 and 29, several hundred members of governing boards of city and town school systems in California gathered at the Leamington Hotel, in Oakland, for an intensive study of school needs. President G. L. Aynesworth presided at general sessions, and it was evident from the first that a feeling of informality and real friendliness would prevail.

Each convention of California school boards is planned so that trustees may not only learn of current problems and trends, but may also have an opportunity to exchange opinions and discuss problems of mutual interest. Gracious hospitality was expressed by Dr. A. M. Dinsmore, president of the Oakland Board of Education, Mr. E. E. Muller, Alameda County superintendent of schools, and Mr. Don Rice, president of Public School Business Officials Association. Dr. C. W. Pierce responded for the trustees.

The first morning was marked by two addresses of outstanding importance; Dr. A. C. Roberts, president of San Francisco College, discussed the relationship of teachers colleges and governing boards, outlining many services available from the various colleges, and also certain phases of teacher education. "State Agency Services Available for School Districts" was presented by Miss Elsie Jensen, Associate in Community Relations, S. R. A. Miss Jensen served for some years as a supervisor of Alameda County Schools, and outlined services desirable in smaller districts, which are to be had at no cost upon application to various state agencies.

Mrs. I. E. Porter presided at the Thursday luncheon, choosing as hostesses several women members of adjacent school boards: Mrs. F. L. Burckhalter of Oakland, Mrs. Helen Lacey of Albany, Mrs. Christine Wilson of Berkeley, and Mrs. Clara H. Peterson of San Leandro.

On Thursday afternoon, delegates had an opportunity to listen to Mr. Clark Baker give an account of recent developments pertaining to the conservation of sight; and immediately following this Dr. Frank K. Foster of the University of California at Los Angeles discussed the development of "Safety Education" in California schools.

The 1939 legislature enacted a number of laws which are of immediate importance to governing boards. Some of the most important of these were discussed and explained. Informal plans for 1941 legislation were tentatively considered. Round-table discussions gave a bird's-eye view of developments in visual education, school insurance, and school-accounting systems.

The annual dinner proved unusually enjoyable with more than one hundred guests attending. Entertainment was furnished by a clever group of college students from San Jose and a particularly challenging skit by Berkeley High School drama students under the direction of Mrs. Florence Schwimley. Mr. C. E. Persson of Turlock acted as toastmaster.

Friday morning's program was built around the theme of "Occupational Adjustment of Students," the entire program being arranged by Dr. E. W. Jacobsen, superintendent of Oakland schools. Immediately following this, the group adjourned to Central Trade School where luncheon had been prepared and was served by vocational students.

Mr. F. T. McGinnis, widely known past-president of the Association, discussed "Some Problems of Trustees in Small School Districts" in a provocative manner which stimulated interesting discussion.

California's problem of "Pupil Transportation" was discussed from several angles in an after-

noon session arranged by Mr. Gardiner W. Spring, chairman of the State Advisory Committee on Pupil Transportation. Accomplishments of the committee were reviewed by Mrs. Porter; new legislation affecting school transportation was explained by Mr. Alfred Lentz and "General Transportation Problems" were informally discussed by other members of the committee and delegates.

The following officers were chosen for the coming year:

President: Dr. C. W. Pierce, Los Angeles City Board of Education.

First Vice-president: Mr. C. E. Persson, Turlock Union High School.

Second Vice-President: Mr. A. W. Lyons, Washington Union High School, Fresno County.

New directors: Mr. Eugene Tincher, Long Beach; Dr. Louise Hector, Berkeley; Mr. M. B. Youel, Santa Ana.

San Diego was chosen for the 1940 annual convention.

Saturday morning, delegates enjoyed a trip through Oakland, Piedmont, Berkeley, and the University Campus, thence to Treasure Island.

## SCHOOL BOARD NEWS

♦ The organization of attendance areas of adequate size is one of the principal problems facing Kentucky school officials, according to the United States Office of Education, in a recent statement on a survey of local school unit organization in the Bluegrass State.

The survey reported "a determined effort throughout the state to improve the organization of local units for the administration of schools." In 30 counties it was found that the independent districts have united with the county districts, and in 40 counties all subdistricts have been abolished.

Most of the state's administrative units, the survey disclosed, are of sufficient size to permit the enlargement of attendance areas without changing the boundaries of administrative units. In some instances, an attendance area should include territory of two or more administrative units as now organized.

The educational burden of Kentucky, while not so great as in some other states, is described as greater than the average for the country as a whole. Coupled with this high educational burden is Kentucky's low economic ability to support schools. On several measures of financial ability it ranks among the five or six poor states.

♦ Dearborn, Mich. The Fordson board of education has announced the opening of evening classes in the Fordson High School. Among the courses offered this year are photography, radio, building custodianship, engineering, and new courses in homemaking and industrial arts.

♦ Louisville, Ky. A full-time instructor in speech improvement has been employed by the board of education for the benefit of pupils in need of corrective training in speech defects. A survey of the schools has been made as a preliminary to the beginning of remedial work.

♦ St. Louis, Mo. Seventy per cent of pupils slow in learning to read showed marked improvement after sight and hearing defects were corrected, according to a report of the hygiene division of the public schools. Since September, 1937, children who are slow in learning to read, have been referred by their teachers and principals to the hygiene division for eye and ear examinations. The examinations were conducted by an eye and ear specialist employed by the board. Of those examined, 314 had defects corrected by family physicians or clinics.

♦ The State Board of Education of Georgia has taken steps to accredit Georgia high schools in accordance with a ruling of the attorney general that only the board can rate schools. A three-man committee has been named to prepare plans for the accrediting.

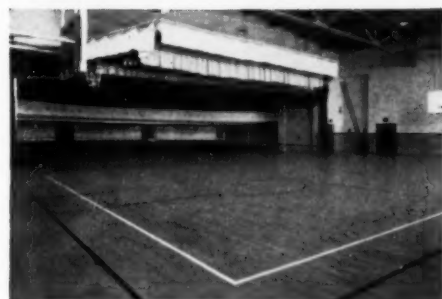
♦ Greenfield, Mass. The school board has approved new courses in propaganda analysis and detection for the public schools. Teachers have been urged to use discretion.



Members of the Board of Education, Anaconda, Montana. Among the progressive improvements in the Anaconda school system initiated by the board of education is a complete stadium and sports center recently completed and dedicated. Pictured, standing, left to right: H. J. Maguire, chairman of the finance committee; Murray Flint, chairman of the board; W. D. Bennett; Charles L. Smet, vice-chairman. Sitting, left to right: Frank Cole; H. J. Hetherington; M. P. Mahoney. — Photo by Anaconda Standard.



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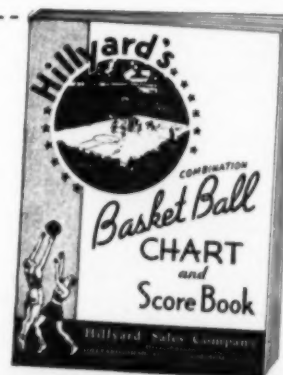
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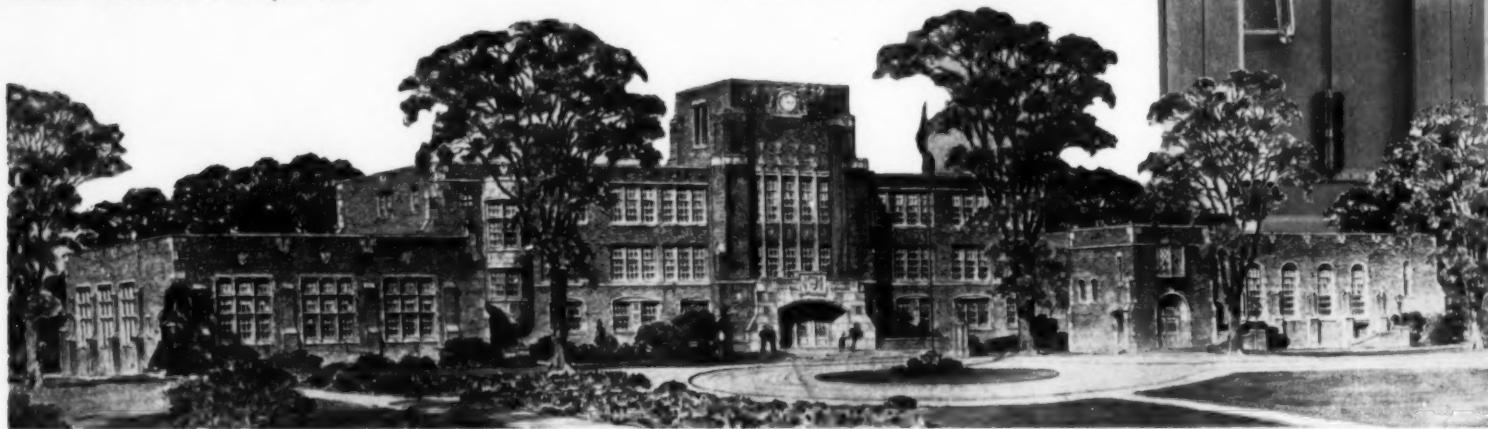
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### School Law

#### Liability of School Official

Under a decision of an Oklahoma court, nothing short of willful misconduct will subject an officer, such as an officer of a school district, to liability for acts done in the exercise of his official discretion, particularly where the officer has violated no positive law.<sup>1</sup>

#### Insurance Contracts

Under a decision of the Oklahoma Supreme Court, insurance contracts approved by a board of education are not invalidated, despite the fact that no written minutes were made regarding the board's transaction of business at a certain meeting.<sup>2</sup>

#### Fire Policies Valid

Fire-insurance policies issued to a school district on credit are valid and binding on the insurer, even though the appropriation for the payment of premiums was exhausted, and premiums were an invalid charge against the district, under a decision of the Oklahoma Supreme Court.<sup>3</sup>

#### Motorist Liable for Injury

Where a school bus with proper signs stopped at the left of a road and the school children were discharged at that point when a motorist passed on the right, injuring a school child, the Texas court of appeals held the motorist liable because his negligence was the cause of the child's injury.<sup>4</sup>

<sup>1</sup>Board of Education of Oklahoma City v. Cloudman, 92 Pacific reporter 2d 837, Okla.

<sup>2</sup>Columbia Ins. Co. v. Board of Education of Joint School Dist. No. 1, Pontotoc, Johnston, and Coal Counties, 91 Pacific reporter 2d 736, Okla.

<sup>3</sup>Reeves v. Tittle, 129 Southwestern reporter 2d 364, Tex. Civ. App.

#### School Warrants Valid

Under a decision of the Florida Supreme Court, a statute authorizing county boards of public instruction to liquidate outstanding indebtedness due for labor, salaries, or supplies by issuing interest-bearing coupon warrants, is valid, despite the fact that the warrants were to be paid from future revenue of the board.<sup>1</sup>

#### No Authority to Levy Taxes

Under a ruling of the Texas Court of Civil Appeals, it has been decided that an independent school district has no inherent or implied authority to levy taxes for the maintenance of schools, and can do so only when authorized by a vote of the property taxpaying voters within the district.<sup>2</sup>

#### Tax for Maintenance

A local tax levied and collected by the trustees of an independent school district for maintenance purposes, to the extent needed for such purpose, does not include the cost of construction of schoolhouses, under a ruling of the Texas Court of Civil Appeals.<sup>3</sup>

#### No Conspiracy to Defraud

Under a ruling of the Oklahoma State Supreme Court, it has been decided there was a "misjoinder," in the absence of any conspiracy to defraud the school district, in a case where the defendant in a school board's action sought to recover damages growing out of alleged unlawful expenditure of the school district's funds, and where the defendant was charged with unlawfully paying out or unlawfully receiving funds belonging to the school district, but none was affected by the alleged cause of action against the others.<sup>4</sup>

<sup>1</sup>State Board of Education v. Board of Public Instruction for Lake County, 190 Southern reporter 253, Fla.

<sup>2</sup>Wingate v. Whitney Independent School Dist., 129 Southwestern reporter 2d 385, Tex. Civ. App.

<sup>3</sup>Madeley v. Trustees of Conroe Independent School Dist., 130 Southwestern reporter 2d 929, Tex. Civ. App.

<sup>4</sup>Board of Education of Oklahoma City v. Cloudman, 92 Pacific reporter 2d 837, Okla.

#### School-Bus Owner Liable

The New York Appellate Court has ruled that the evidence justified a judgment against a school-bus owner for injuries which were received by a girl riding on a school bus. The girl was struck in the eye by a missile projected by means of a rubber band by a boy in the bus. The owner, through the bus driver, had received complaints of repeated acts in the bus similar to that which caused the injury, and had failed to use effective means to prevent injury.<sup>1</sup>

#### Dismissal of Teacher Valid

Under a ruling of the Pennsylvania State Supreme Court, the words "incompetency" and "immorality" as used in the state law, providing that the only valid causes for termination of a teacher's contract should be "immorality," "incompetency," "intemperance," etc., are to be construed according to their common and approved usage, having regard to the context in which the legislature used them.<sup>2</sup>

#### Teacher Incompetent

Where the alleged facts were true that a teacher commanded neither the respect nor the good will of the community, and where it was true that the condition was the result of the teacher's conduct, the Pennsylvania State Supreme Court has ruled that the evidence was conclusive proof of the teacher's incompetency.<sup>3</sup>

#### Board Must Give Notice

Under a decision of the California Appellate Court, a school board is required to give a permanent teacher ninety days' notice of its intention to dismiss her. The court ruled that a teacher's quick temper and uncontrolled tongue are correctable faults within the law requiring the school board to give notice of intention to dismiss a teacher.<sup>4</sup>

<sup>1</sup>Garrett v. Bee Line, 13 New York State 2d 154, N. Y. App. Div.

<sup>2</sup>Horosko v. School Dist. of Mount Pleasant Tp., 6 Atlantic reporter 2d 866, reversing 4 Atlantic reporter 2d 601, 135 Pa. Superior Court.

<sup>3</sup>Fresno City High School Dist. v. De Caristo, 92 Pacific reporter 2d 668, Calif.



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## School Administration News

### THE KALAMAZOO RADIO PROGRAM

The public schools of Kalamazoo, Mich., provided 31 radio programs during the school year 1938-39. Supt. Loy Norrix, in summarizing the work, has reported to the board of education that 592 pupils and teachers participated in the broadcasts which were presented Monday afternoons from 1:15 to 1:30, beginning October 18, 1938, and ending June 12, 1939. In addition to 565 students, 21 members of the faculty participated, not counting the large number of students and teachers who outlined programs, wrote the scripts, and aided in other ways.

In addition to these special broadcasts, the local radio station picked up eight special programs from the Central High School auditorium. The radio is one of the important elements in the public-relations program of the Kalamazoo school system.

### ROCKFORD HOLDS PANEL DISCUSSION IN READING

Principals and teachers in the elementary schools of Rockford, Ill., participated in a panel discussion in reading on October 12, in which an attempt was made to attack the problems of reading difficulty on the whole, from the first grade through the twelfth grade of the senior high school. The discussion was in charge of Miss Maude E. Johnson, elementary-school supervisor and chairman of the committee on arrangements.

During the discussion, six city-school educators presented problems in connection with reading instruction. They were Supt. S. H. Berg, and representatives of the lower elementary classes, the upper elementary classes, the senior high school, and the junior high school. Assisting in the plans for the meeting were the heads of the high-school

English department, and the heads of the Roosevelt and Lincoln junior-high-school departments.

It is believed that the united effort will focus a more concerted attention on the problem of reading in all departments of the Rockford schools.

### ATLANTA CONDUCTS RADIO PROGRAM

Through the courtesy and facilities of stations WAGA and WSB, the public schools of Atlanta, Ga., during the year 1938-39, carried on a radio program which brought to the children of the city and to hundreds of others in the community, a profitable and pleasant supplement to the regular school life.

The wide scope of subjects included in the radio program during the year gave to the students selections from the best literature, music and science, as well as the outstanding events of civic, national, and international interest. The programs promoted and enlarged the vision of the students by cooperating with local civic clubs in various civic and social movements.

The radio program for the year was planned by the radio director, with the approval of the radio committee, composed of school administrators and supervisors. A radio chairman was elected in each school to keep in touch with radio interests and meet with the director. In the procedure, students were inspired to give their best efforts in reading, composition, spelling, and musical performances. Pupils from each school gave from one to four broadcasts during the year. The director made an average of four visits to each of the junior and senior high schools.

An unusual feature of the radio activity was the making of electrical transcriptions of several of the broadcasts. These records were available for future use in the schools whenever a preview is desired.

An evening program of fifteen minutes a week was devoted to the interests of the board of education in acquainting the public with the

affairs of the schools. During the year the other stations gave special groups of junior- and senior-high-school students the opportunity to produce dramatizations and to participate in contests in evening programs. The productions were supervised by teachers of the groups.

Pupils from the elementary grades took part in Saturday broadcasts by reviewing visits to places of interest in and near Atlanta. These trips and programs gave the children the privilege of becoming better acquainted with their city. The programs were arranged independently by the teachers and others who assisted.

### CINCINNATI WAGE SCHEDULE FOR LUNCHROOM EMPLOYEES

The board of education of Cincinnati, Ohio, has adopted a new plan governing the employment and wages of lunchroom employees. The department is headed by a director who comes under the provisions governing appointment of directors of the school system. This director is in complete charge of the lunchrooms, directs the employment and assignment of managers and cooks and assistants, and manages purchases, etc.

Managers of lunchrooms serving less than 1,200 meals per day must possess qualifications satisfactory to the director of lunchrooms. Under the wage schedule, the minimum pay of these managers will be \$800 per year, with an increment of \$50 per month after the first year, and \$75 for the next two years. The maximum wage to be paid is \$1,000.

The managers of high-school lunchrooms serving 1,200 meals or more per day must have qualifications equivalent to those of a teacher, and will be paid according to the provisions of the teachers' salary schedule.

In lunchrooms serving 1,200 or more per day, meat and vegetable cooks will begin at \$20 per week and advance to \$27. Assistants will begin at \$13 to \$15 and work up to \$16 to \$18. Pastry cooks will begin at \$18 and go to \$25.

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Assistants will begin at \$12 to \$14 and work up to \$15 to \$17. Salad girls will begin at \$15 and work up to \$20. Assistants will begin at \$12 and work up to \$15. Full-time helpers will begin at \$12 and work up to \$14. Pct and pan washers will begin at \$13 and work up to \$16.

In lunchrooms serving less than 1,200 per day, meat and vegetable cooks will begin at \$16 and work up to \$20. Pastry cooks will begin at \$14 and work up to \$18. Helpers will begin at \$10 to \$12 and work up to \$12.50 to \$14.50.

Porters will be paid 50 cents an hour, not to exceed the number of hours of work prescribed by law. Overtime work of porters will be at the rate of 60 cents an hour.

For heads of departments a semiannual raise of 75 cents per week in the first year, and \$1 per week annually will be given. For assistants the raises will be 50 cents per week after six months and one year, and 50 cents per week annually thereafter.

Special service for banquets and night work will be paid according to the nature of the service and the number of hours involved.

Managers will not receive compensation for banquets served for student activities occurring on a school day, but will receive compensation for banquets served to organizations connected with school activities but which are not of the student body. The pay is to be based on the gross income from such banquets.

#### CHANGE IN ORGANIZATION AT POMONA, CALIFORNIA

With the opening of the new school year on September 5, the public schools of Pomona, Calif., are operating under a new plan of organization, with each of the two districts in charge of its own superintendent.

Dr. Clifton C. Winn, as superintendent of the Pomona city high-school district, is responsible for two junior high schools, one senior high school, the junior college, and the evening high

school. Emmett Clark, as superintendent of the city school district, is responsible for the seven elementary schools and their supervisors. All of the administrative activities are centered in the new administration building.

#### RULES FOR FIRE DRILLS

Supt. L. W. Feik, of Sioux City, Iowa, in a recent communication, has called the attention of principals to the importance of the early organization of fire drills and the maintenance of everything in the schools in such condition that a fire drill may be called at any moment by an authorized person. Each principal is held personally responsible for the organization of fire drills and must see that children march at least one block away from school entrances and fire plugs. Principals are required to check the following:

1. Are your fire gongs in good condition for service? Are any ropes, wires, or connections in need of repair?

2. Are all fire extinguishers in good condition for use? Note the date of inspection and refilling and report immediately to the secretary of the board.

3. Are all doors in good working order so that in case of a fire drill or fire there will be no obstruction from the standpoint of locked doors or doors that do not open easily? Need of any repairwork should be reported immediately.

4. Are all stairways and halls clear of obstructions?

5. Is there any material in hallways, under stairs, or other places, that is inflammable and likely to prove a fire menace?

6. Does the janitor understand thoroughly his responsibility in the matter of keeping the doors unlocked, the hallways and passages clear of encumbrances, and all inflammable material kept safe from the standpoint of fire and sanitation?

#### RULES FOR HIGH-SCHOOL STADIUM

The board of education of Peoria, Ill., has recently adopted new rules governing the renting of the high-school stadium. Under the rules the senior high schools and junior high schools and the Spalding Institute will be charged for the use of the football field upon the following basis:

1. Each school sponsoring a game must pay the cost of the erection and taking down of fence walls, the marking of the field for games, the cleaning of the field, bleachers, and grandstands, and any other expenses incidental to the purposes for which the field is used for a night game. The cost of the expenses, including a lighting charge of \$15, must be paid to the board after each game. Each school using the field must, after each game, furnish to the board a financial statement regarding each game.

2. At the close of the football season each year, such school must pay to the board a sum equal to 10 per cent of the net profits arising from the use of the said field by each school, during the football season.

3. No games may be played on rainy days.

4. Each school, at its own expense, must provide ample police and other protection for each game for the patrons of each game and their automobiles.

5. All organizations using the field must pay a rental fee equal to 25 per cent of the gross receipts, with a minimum of \$100 for day activities, and \$115 for night activities. The minimum charges must be paid in advance at the time the permit is issued. No deduction for expense will be allowed from the gross receipts on which the fees are based.

• Mr. JOHN C. BATTE has been elected president of the school board at Jackson, Miss. B. B. McCLENDON was elected vice-president, and Mrs. M. L. LEGLER was named secretary.

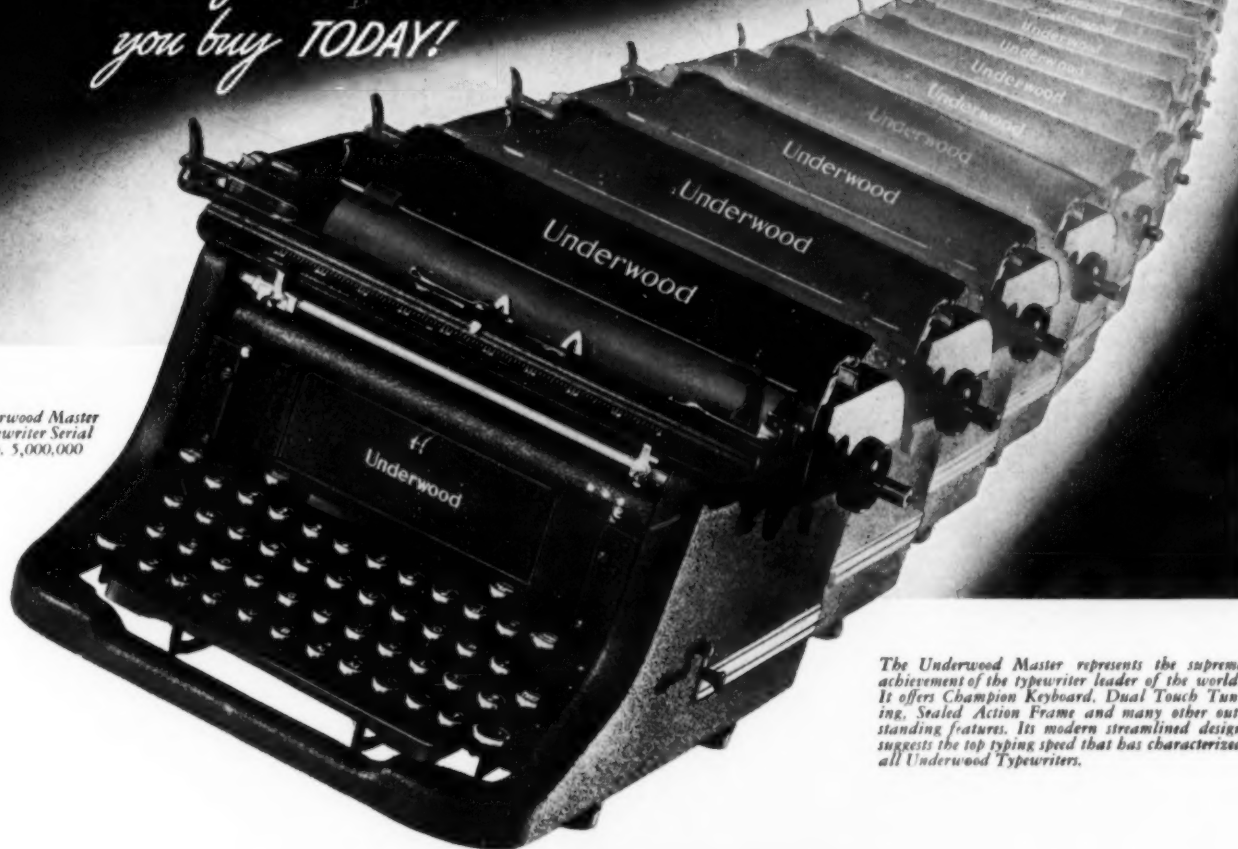
• Mr. ED J. KELLY has been elected president of the school board at Leadville, Colo.



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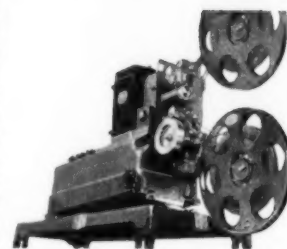
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## New San Francisco Salary Schedule

The board of education of San Francisco, Calif., has adopted a new salary schedule for the teaching and supervisory staffs, which became effective on July 1, 1939. The schedule provides for the gradual enforcement of the salary increment principle and insures that no teacher shall suffer a loss in salary because of conflict with the provisions of the new schedule. All maximum salaries are conditioned upon the teacher's ability to do outside study, up to a total of six units of study, at the sixth, eleventh, and fifteenth levels of the schedule.

Elementary teachers in group 1 will begin at a salary of \$1,500 and will advance by regular increments up to \$2,736 at the end of the fifteenth rating. Regular study increments are available at the sixth, eleventh, and fifteenth ratings.

Teachers in the senior high school will begin at \$2,004 in the first rating and advance by regular increments up to \$3,600 at the fifteenth rating. Regular study increments of \$96 per annum are available at the sixth, eleventh, and fifteenth ratings.

Junior-high-school teachers will begin at \$1,800 at the first rating and advance by regular increments up to \$3,156 at the fifteenth increment. Regular study increments of \$87 are available at the sixth, eleventh, and fifteenth ratings.

Junior college instructors will begin at \$2,500 at the first rating and advance by regular increments up to \$3,600 at the twelfth rating.

Under the rules, a certificate employee not on the maximum salary rating as named, for his or her position, will be placed on that rating of the schedule which is one rating higher than that which he or she received for the school year 1938-39, and no increases will be retroactive.

Certificated employees on the maximum ratings

will advance one rating provided they have completed 75 per cent of the required days in service for their classification for the school year 1938-39, or have served on the maximum rating for their classification for 75 per cent of the required days in service of any prior year. Teachers in the elementary schools on the fourteenth rating will advance to fifteenth rating; teachers in the junior high school on the thirteenth rating will advance to the fourteenth rating; and teachers in the senior high schools at the twelfth rating will advance to thirteenth rating.

Under the rules, no certificated employee who has not been in service in the San Francisco school district 75 per cent of the required days of the previous fiscal year for his or her classification, will be entitled to an automatic increase for the following year.

Any certificated employee on leave or absent from duty with permission will receive upon return to active service the next higher rating to the last rating received during which a complete school year was served.

Displaced probationers, who have served as probationary teachers 75 per cent of the required time in 1938-39 will be placed on that rating of the schedule which is one rating higher than that which he or she received for the school year 1938-39.

Certificated employees who are re-employed under the rules and regulations of the board adopted in June, 1934, will receive the first rating for their classification.

Certificated employees of the evening schools who have served 75 per cent of the total number of days required for such assignment during the year 1938-39 will receive for the year 1939-40 the next higher rating to the one received during the school year 1938-39. For instance, those on

the first rating will be advanced to the second rating; those on the second rating will be advanced to the third rating.

In order to foster continued improvement in service among the teachers, the board has adopted a policy of requiring professional growth to qualify for additional study increments. New basic salary schedules have been provided, with study increments of salary at the sixth, eleventh, and fifteenth rating levels of the schedule, together with requirements to obtain such study increments.

Under the rules, teachers now in service are assumed to have completed all study requirements for salary increments up to their present salary rating, and will be permitted to move up on the schedule automatically. They will be required to meet the study requirements for such bonuses only as are still ahead of them in the salary schedule before being entitled to the added increments.

Teachers who are now (1938-39) on the fifth, tenth, or fourteenth ratings of the schedule will move automatically, and without further study requirements to the next higher rating of their respective scales; that is, those now on the fifth rating will move to the sixth rating; and those on the tenth rating will move to the eleventh rating.

Teachers who are now (1938-39) on the fourth, ninth, or thirteenth ratings of the schedule will be required to show evidence of the completion of two units of work, before being eligible for an additional increment.

Teachers on the eighth, or twelfth ratings of the schedule will be required to show evidence of the completion of four units of work before being eligible for an additional increment.

Teachers who are now on the first, second, sixth, seventh, or eleventh rating of the schedule and all those who will hereafter enter the school department, will be required to show evidence of

(Concluded on page 68)





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Apr. ....	30.01	3.34	33.35	31	1.075	5.3
May ....	35.68	20.77	56.45	36	1.57	5.1
June ....	10.88	6.51	17.39	15	1.15	4.8
July ....	32.26	4.07	36.33	32	1.13	5.1
Aug. ....	47.26	13.00	60.26	52	1.16	5.3
Sept. ....	26.38	6.80	33.18	35	.95	4.1
Oct. ....	48.49	8.58	57.07	46	1.27	4.8
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(Concluded from page 66)

the completion of six units of work before being eligible for an additional increment.

Any teacher who is 48 years of age or over, and who has been employed as a member of the staff for twenty years, is exempt from study increment requirements. Any teacher who is 60 years of age or over is exempt from student increment requirements regardless of years of service.

### *Teachers' Salaries*

#### ACCEPT PAY CUTS

A total of 194 of the 1,307 employees of the New York City schools who earn \$5,000 or more a year, have taken voluntary salary cuts, at the suggestion of Supt. Harold G. Campbell. The voluntary salary refunds made by the 194 officials will total \$90,000. Dr. Campbell is himself relinquishing 15 per cent of his \$25,000-a-year salary as the chief executive officer of the schools.

#### TEACHERS' SALARIES

♦ Superior, Wis. The board of education has voted to make no change in teachers' salaries until January 1, 1940, when the new budget goes into effect. Under the arrangement voted by the board, teachers will receive their full schedule salaries until the December 25 payment, when they will waive the full amount of their December salaries. Due to a shortage of funds and an increase of \$20,000 in expenditures, the board had asked the teachers to account for \$20,000 by salary cuts. If the board is able to save \$20,000 at the end of the year, part or all of this money will be refunded to the teachers.

♦ Oklahoma City, Okla. The board of education has proposed a revision of the salary schedule to eliminate inequities brought about by

favoritism or reprisals by former boards. It is planned to compile detailed histories of each individual's salary experience since employment, showing the years of experience, salary, and the salary that would have been received if the annual increases had been given.

♦ Fremont, Ohio. The school board has granted automatic salary increases to twelve teachers for additional training acquired during the summer. The increases range from \$60 to \$100 each.

♦ Dallas, Tex. Teachers in the city school will receive larger salaries during the school year 1939-40. The salary increases, varying from 1 to 7½ per cent, have been brought about by restoring salaries to totals in effect before the cuts of last year, and adding the automatic increases before making new deductions.

♦ Cincinnati, Ohio. Due to a change in the length of the term of the evening high schools to extend the rate of remuneration of evening-high-school principals over a longer term of employment. Under the revised schedule, principals in high schools will receive a minimum of \$800 to \$900, and a maximum of \$900 to \$1,000.

♦ Nevada, Mo. The board of education has provided salary restorations for the third consecutive year.

♦ Milwaukee, Wis. The school board has proposed a new salary schedule, which seeks to reduce the starting salary of permanent teachers from \$1,400 to \$1,200 a year. It was voted to delay appointment of 98 substitute teachers to permanent status, pending action on the salary proposal.

♦ Spring Valley, Ill. The school board has adopted a revised salary schedule, made necessary by a new pension law which went into effect in July. Under the schedule, teachers with less than ten years' service will have their salaries increased to \$38 per month on a nine months' basis; those with from ten to fifteen years' service will be increased to \$89 per month; and those with fifteen or more years' service will receive

\$90 per month. Principals have been raised to \$102.50, and the superintendent to \$185.

♦ Richmond, Va. Four years ago all depression salary reductions were restored to teachers. During the past two years the city council has made special appropriations, in addition to the regular school levy, to maintain the predepression salary schedule.

#### TEACHERS AND ADMINISTRATION

♦ Norwood, Mass. The school board has rejected a proposal that teachers entering the school system be required to establish a residence in the city. The action of the board ends a movement to have teachers become residents of the city.

♦ Houston, Tex. The school board has voted to retain its policy of employing out-of-town teachers only when local teachers are not qualified.

♦ Under a new law passed by the state legislature of Michigan, all teachers in the state must file an oath of allegiance, properly notarized, in the office of the State Superintendent of Public Instruction. The law applies to teachers in public and parochial schools and to persons who hold teaching certificates but who are not now in the teaching profession.

♦ El Paso, Tex. It is proposed to issue to teachers in the schools an identification card, similar to those used by business concerns for credit purposes. The card is intended to be used on the many occasions when a teacher needs at once a means of identification. It may be used in purchasing tickets to games, in dealing with merchants, etc.

♦ A code of ethics for teachers, based upon the code adopted by Kentucky, is being worked out by a national committee, with Mr. W. P. King, of Louisville, as chairman. Among provisions to be incorporated in the code are rules of conduct forbidding pupil coaching for pay, unprofessional teacher participation in elections, and requiring proper pupil-teacher relations.



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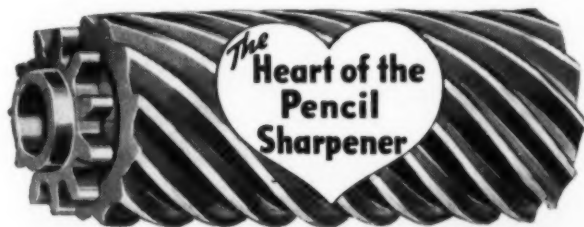
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"NO HARD RUBBIN'  
WITH THIS SOAP.  
AND IT FEELS  
GOOD TOO."

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## School Building News

### SCHOOLS COMPRISE LARGEST GROUP OF PUBLIC CONSTRUCTION

Schools and educational buildings comprise the largest class of public construction in which the Nation is engaged, according to a recent statement of Col. E. W. Clark, Acting Commissioner of Public Works to the Federal Works Administrator John M. Carmody.

A survey made by Colonel Clark showed that public buildings of all types constitute the largest group of public construction aided by the 1938 Public Works Administration grants. This group includes educational buildings, courthouses, hospitals, shops, and similar structures. In the group, educational buildings, such as elementary and high schools, universities and colleges, and libraries account for 2,153 of the projects, with an estimated cost of \$339,870,909.

### BUILDING NEWS

♦ Akron, Ohio. The board of education has voted to place a \$400,000 school-repair bond issue on the ballot at the November election. Funds to be obtained from the bond issue will be used to match a federal grant for repairs on 25 school buildings.

♦ Anniston, Ala. The school board of Calhoun County has decided to proceed with plans for a school-improvement and repair program, to cost approximately \$100,000.

♦ New Albany, Ind. A group of taxpayers have protested a proposal of the school board to issue \$27,900 in bonds to finance the completion of a \$282,000 school-building program.

♦ Sunbury, Pa. A new junior high school, with a capacity of 1,000 pupils, has been completed

and occupied with the opening of the new school year.

The Sunbury school system has been reorganized on the six-three-three plan this year, which offers the elementary schools new opportunities for library work, fine workshops, and museums, due to enlarged classroom space.

♦ The board of education at Lubbock, Tex., has completed the construction of two elementary schools, at a cost of \$55,000 each. The board has planned to erect additions to three existing buildings, to take care of an increased enrollment.

♦ Texas City, Tex. The school board has completed the erection of five new school buildings, comprising two elementary schools, a complete shop building, a home-economic cottage, and a gymnasium. The buildings are grouped around the high school, and all are equipped with intercommunicating telephones and public-address system. The cost was \$285,000.

♦ The New York City board of education has approved plans drawn by Superintendent of Buildings Eric Keillon for the new Joan of Arc Junior High School. The building will cost approximately \$900,000 and will accommodate 2,322 boys and girls. It will be eight stories high, with a two-story tower at the top of the roof, and will provide 30,500 square feet of playground space.

♦ Nevada, Mo. The staff of school janitors completed a school-repair program during the summer months, which included repairs to the buildings and equipment. The largest single item was the placing of a roof at the high school.

♦ Seguin, Tex. The board of education has completed a school-building program, which includes a new elementary school, a gymnasium for Negro pupils, an addition to the high school, and a shop building for industrial-arts work.

♦ Minneapolis, Minn. The school board has proceeded with the construction of the Morris Park School, paying the entire cost by issuance

of bonds. The PWA had previously rejected a grant for the school.

♦ The school board of the independent school district at Corpus Christi, Tex., has completed the sale of \$100,000 worth of school bonds, the proceeds of which will be used for the construction of a new wing to the senior high school. The bonds were sold at par, with an accrued interest rate of 3½ per cent. The new building is a duplicate of the new south wing erected last year, and will accommodate 600 students.

♦ The Roane County board of education at Spencer, W. Va., has begun the erection of an administration building, to house the administrative offices for the elementary and secondary schools of the county unit system. This is the first building of the type to be erected in West Virginia. Most of the counties in the state have been using rented quarters for their administrative offices.

♦ Cincinnati, Ohio. A real property survey of Greater Cincinnati has been started by the Work Projects Administration, under the sponsorship of the city of Cincinnati, the county of Hamilton, and the board of education. The survey, which had been planned by local officials and business leaders, will be kept up to date by the city planning commission.

♦ Tyler, Tex. The board of education has begun plans for the construction of a school auditorium, to cost \$150,000. The building will be financed with the proceeds of a bond issue voted a year ago.

♦ Richmond, Va. The Baker Elementary School for Negroes, now under construction, will be the largest and best elementary school in the city. It is being financed with a PWA grant from the Federal Government. The building replaces two antiquated elementary schools in the main Negro section.

♦ The board of education of Adrian, Mich., has extended the use of its high-school swimming pool to the local parochial-school pupils.



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### *School Finance and Taxation*

#### BETTER BUDGETS IN ARKANSAS

The Arkansas Department of Education has perfected plans for the organization of a school budget bureau in each county in an effort to improve the budget and accounting programs affecting local school finances. The work will be directed by Mr. Hoyt R. Pyle, who was recently appointed budget director for the state department of education.

It is the purpose of the State Department of Education, through the county director organizations, to study the fundamental principles of school finance, and to improve their practices relative to the budgeting of expenditures in order that the greatest possible efficiency in spending school funds may be attained. In promoting greater efficiency, special attention will be given to the purchase of supplies, the selection of properly trained teachers, and other aspects of sound school administration.

A simplified budget system has been installed in 2,400 small-school districts which provide only elementary facilities. A handbook for school directors is also in process of preparation.

#### FINANCE AND TAXATION

♦ New York, N. Y. Due to the uncertainties of the war situation, Mayor LaGuardia has placed a limit of \$20,000,000 on the 1940 capital outlay budget for permanent improvements in the city. He emphasized, however, the need for new schools, but said that no one can foretell just how the financial, political, and economic situation will shape itself during the next year.

♦ New Orleans, La. The school board of Orleans Parish has approved a budget, calling for \$5,065,197 for the year 1940. Of the disburse-

ments, \$4,088,880 is for salaries; \$446,607 for maturing bonds and interest; and \$240,000 for maintenance expenses.

♦ Graham, N. C. The school board has adopted a budget of \$64,975 for the school year 1940.

♦ Milwaukee, Wis. The tentative budget requests for the public schools for 1940 are at least \$500,000 above those for the year 1939, according to Mr. William K. Stumpf, chairman of the school finance committee. The requests for next year amount to \$10,283,935, not including janitorial service in the high and grade schools, and janitorial wages in the junior and senior trade schools.

♦ Omaha, Nebr. The school board has prepared a budget, calling for \$3,671,946 for the school year 1939-40. The budget is projected on a 36-week operating basis, and will result in a deficit of \$99,835 under the available fund estimates of \$3,572,311.

♦ Minneapolis, Minn. The school board has received a proposal from Owen Cunningham, a member, calling for a drastic retrenchment program of \$1,296,000. Included in the program is a plan to scrap the present junior-high-school system and return to the old plan of eight years of instruction in the grade schools and four in the senior high school.

♦ Superior, Wis. The school board has adopted a budget of \$519,760 for the year 1940, which is a reduction of \$47,871 from the estimate of \$567,631 for 1939. The salary schedule was set at \$437,000 in place of the \$499,000 previously set.

♦ Ridgefield, Conn. The town voters have been asked to approve an appropriation of \$112,461 for school purposes in 1939-40. This includes payments for school bonds maturing and interest on bonds outstanding, as well as an appropriation of \$131.50 for explosion and boiler insurance.

♦ Mansfield, Ohio. A budget of \$559,292 has been adopted by the school board for the year 1940. This is a decrease of \$45,000 from the total first requested, and \$25,000 less than the estimate for 1939.

♦ Port Arthur, Tex. The 1940 budget of the school board calls for an outlay of \$676,000 and revenue of \$698,602. The budget shows a net increase in revenue of \$953, and a net increase in expenditures of \$2,357 over the year 1938-39. The item of instructional service will be \$472,604, and operating expenses will require \$71,623.

♦ Minneapolis, Minn. The school board has received an estimate of 1940 budget requirements of \$8,870,000. The revenues for 1939 are \$1,000,000 short of the requirements, creating a deficit which will be offset by a 12 per cent reduction in salaries of all school employees.

♦ Milford, Conn. The school board has asked for \$256,000 to operate the city schools during the year 1940. This is an increase of \$12,000 over the year 1939.

♦ Tyler, Tex. The school budget for the year 1940 has been increased by \$20,000 this year. The extra appropriation became necessary because of salary increases of teachers provided for in the schedule.

♦ Racine, Wis. The board of education has accepted a 1940 budget from its finance committee, calling for \$1,033,503 to be furnished by the city council. This is \$39,952 less than the amount given for school purposes last year, when it allowed \$1,073,456. Teachers' salaries will jump from \$652,600 to \$664,400 for the year.

♦ Minneapolis, Minn. The board of education has taken steps to effect a radical reduction in school expenditures in order to avert a deficit of \$900,000 in 1940. Reductions amounting to \$3,300 have been made in items other than personnel service. The requirements for these items will reach \$1,077,865, which is approximately \$40,000 above the 1939 estimate.

♦ Savannah, Ga. The school board has approved a budget of \$813,263 for the school year 1939-40, which is an increase of \$3,000 over the estimate for 1938-39. Instructional services in the new budget show an increase of \$13,000 over the past fiscal year.

♦ Minneapolis, Minn. The school board has received a suggestion from its special committee

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that student bodies be incorporated in order that internal school funds may have a legal owner. The suggestion was the outgrowth of a case in the Roosevelt High School where the principal was charged with the defalcation of extracurricular funds. The committee also suggested that principals of the various schools be bonded to 50 per cent of the intraschool fund under their supervision. It is estimated that the aggregate of extracurricular funds totals \$300,000 in the annual turnover.

♦ Pontiac, Mich. The school board has voted to make a long-term fiscal plan for the public schools with a view of enlightening the public on the financial situation of the school district. The plan calls for study and discussion of salary schedules and a program for obtaining more financial assistance for the schools.

♦ Ludlow, Ky. The board of education has cooperated with the Ludlow School Corporation in a study of a plan for refinancing the school bonds sold in 1931 for the construction of the Washington Memorial School. It is planned to refinance the balance of \$51,000 in school bonds, with a saving of \$15,000. Interest will be reduced from 6 per cent to 3 per cent.

♦ West Allis, Wis. The school board has adopted a budget of \$679,820 for the school year 1939-40. The item of salaries for the school staff will require \$555,899.

♦ Henry C. Turner, chairman of the New York City board of education committee on finance, has warned members of the city teaching staff not to become jittery because of the intensified economy drive currently being made by the committee. Mr. Turner pointed out that while the new hunt for money savings will make itself felt still further in curtailments in all branches of the school system, no regularly employed teachers need fear for their jobs.

♦ The school board of Dade County, Fla., has approved plans for the construction of the Shendoah Junior High School, to cost \$300,000. The building will be financed with a PWA grant of \$146,000.

## *School Hygiene Notes*

### COOPERATIVE HEALTH SERVICE PROGRAM

The State Department of Public Instruction and the State Board of Health of North Carolina, on July 1, 1939, began a joint school health service program, which is to be financed by a grant of \$50,000 for the next five years by two divisions of the Rockefeller Foundation, the General Education Board, and the International Health Division.

It will be the purpose of the joint project to utilize and co-ordinate all of the facilities of the state administrative organizations and the local boards of health in a broad health program which will include health service, health instruction, health supervision, physical education, and mental hygiene.

The personnel of the health service will include a co-ordinator, a nurse, a nutritionist, a supervisor, and an assistant supervisor of physical and health education.

### HYGIENE AND SANITATION

♦ Oklahoma City, Okla. Dr. H. H. Cloudman has been appointed director of the school health department by the city school board. Dr. Cloudman will serve on a part-time basis, at a salary of \$125 per month. Two part-time physicians will be added to the school health service.

♦ The school board at Middletown, Conn., has changed its program of health inspection. During the month of June preschool conferences were held by the Middletown board of health, for the examination of children entering school for the first time in September. Dr. Benjamin Roccapriore, the school physician, and his assistant, the school nurse, aided the physicians of the board of health.

During the year, pupils in several grades of the schools will be given thorough medical examinations, and all of the pupils will be examined on a follow-up basis so that physical defects may be more generally eliminated.

♦ Port Huron, N. Y. The school board has employed a school physician for the year 1939-40. Under the direction of the medical inspector, each child will have a physical examination at the beginning of each school year.

♦ Warren, R. I. The School board has approved a program to eliminate pediculosis among school children. The board has sanctioned a plan for court action to be taken against parents who refuse to cooperate.

♦ Chicago, Ill. Under the direction of F. O. Washam, director of the bureau of lunchrooms of the board of education, a free lunch counter has been set up in the penny lunchrooms already operating in 67 elementary schools. The free meals will be given to school pupils who have been designated by their teachers as needy.

The penny lunchrooms are concentrated on the near west side of the city. It is estimated that the free lunches will cost the board less than two cents. This will be paid from regular lunchroom funds and no additional appropriations will be needed. Food materials will be furnished by the FSCC and additional labor will be supplied by the WPA.

♦ Coffeyville, Kans. The school board has effected an agreement with the Coffeyville medical society for the conduct of a program of child-health education. A committee of physicians has been appointed to work with the public school nurse in handling immunization programs, indigent medical cases, health excuses, and the attendance of physicians at athletic events. Under a new rule, an official game physician must be present at each football game.

♦ Galena, Ill. The school board has approved a new insurance plan for high-school athletic students, under which the board pays the full premium for those participating in school sports.



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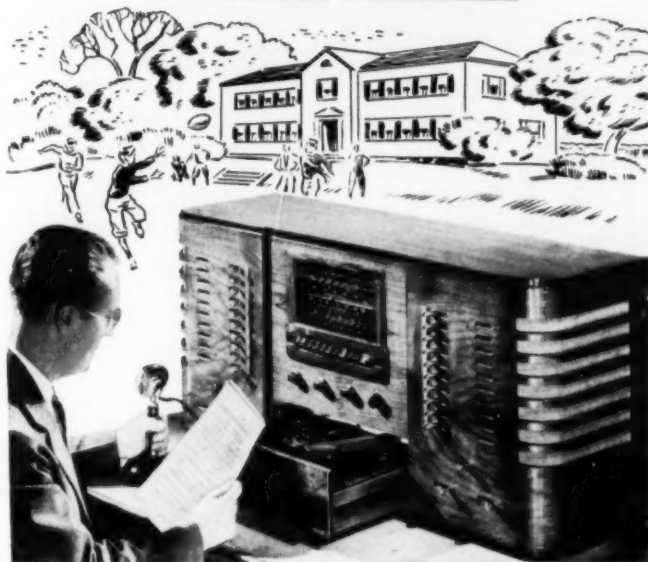
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## News of Superintendents

- Mr. STEWART A. PARKER has been elected acting superintendent of schools at Clyde, Ohio, to succeed J. W. Fausey, who has been given a year's leave of absence.
- Mr. KENNETH M. VISTE, of Sturgeon Bay, Wis., has been elected superintendent of schools at Williams Bay.
- Mr. JAMES WINFRED EDGAR has been elected superintendent of schools at Orange, Tex., to succeed W. E. Lowry.
- Supt. A. H. WENTWORTH, of Mayo, Fla., has begun his ninth year as head of the public schools.
- Mr. TOM L. HARDIN has been elected president of the school board at Childress, Tex.
- Mr. JAMES H. HARRIS, retired superintendent of schools at Pontiac, Mich., has been given the title of "superintendent-emeritus" with an annual salary of \$1,000. He will serve as the school historian but will respond to any call that the board of education may make upon him.
- Mr. RUSSELL H. ERWINE, of Steubenville, Ohio, has been elected superintendent of schools at Euclid. Mr. Terry Wickham, who had been elected to the position, was unable to accept because he could not obtain a release from his contract at Cuyahoga Heights.
- Supt. HOWARD L. BARKER, of Bangor, Mich., has entered upon his eighteenth year as head of the schools.
- Mr. C. W. HANSON has assumed his duties as superintendent of schools at Aurora, S. Dak.
- Mr. R. E. McCORMACK has entered upon his duties as superintendent of schools at Albany, Oreg.
- Mr. R. S. HANSON has assumed his duties as superintendent of schools at Platte, S. Dak.
- Mr. W. H. McNAIRY has been elected superintendent of schools at Laurinburg, N. C.
- Mr. S. E. CHAPMAN has assumed his duties as superintendent of schools at Wilson, N. C.
- Mr. B. E. LITTLEFIELD has entered upon his duties as superintendent of schools at Fairfield, N. C.
- Mr. PHILIP WEAVER has been elected superintendent of schools at Southern Pines, N. C.
- Dr. FREDERICK W. ROBBINS, retired superintendent of schools at Williamsport, Pa., died on September 6, at the age of 79.

• Mr. E. C. GROVER has assumed his duties as superintendent of schools at Reading, Mass. He was formerly located at Euclid, Ohio.

• Mr. VIRGIL FISHER has been elected superintendent of schools at Worthington, Ind. He succeeds L. C. McIntosh.

• Mr. DALE W. GATES has assumed his duties as superintendent of schools at Willard, Ohio. Mr. Gates, who was formerly principal, succeeds H. L. Bowman.

• Mr. CLARENCE E. SWINGLEY has assumed his duties as superintendent of schools at Lombard, Ill.

• Supt. F. W. FROSTIC, of Wyandotte, Mich., has been elected president of the City Superintendents' Association of Michigan.

• Mr. WILFRED GRAVES, of Weehawken, N. J., has assumed the superintendency at East Greenwich, R. I. He succeeds Carl H. Porter-Shirley, who accepted a similar position at Barrington.

• Supt. W. J. CLOCK, of Oxford, Mich., has received a master of arts degree from the University of Michigan.

• Mr. C. F. GRILL has assumed his duties as superintendent of schools at O'Neil, Nebr. He succeeds F. E. Alder.

• Mr. JOHN K. STAPLETON, former superintendent of schools at Charleston, Ill., died at his home in Manchester, Ohio, on September 15.

• Mr. MARK D. EAGLETON has been elected president of the school board at St. Louis, Mo.

• Dr. BURT R. SHURLY, a member of the board of education at Detroit, Mich., was guest of honor at the annual meeting of the American Academy of Ophthalmology, in Chicago.

• Mr. PHILIP LEE BUSH has been reappointed a member of the San Francisco board of education for a period of five years, beginning January, 1940.

• Mr. W. R. QUILLIAM has been elected president of the school board at Laredo, Tex.

• Mr. LAWRENCE J. TIDRICK, of Grand Rapids, Mich., has been appointed Deputy State Superintendent of Public Instruction for Michigan. He succeeds Harley Z. Wooden.

• The school board of Ridgefield, Conn., has reorganized for the year with the election of ROBERT E. RICHARDSON as president; MISS ANNE E. RICHARDSON as vice-president; and MISS MAY DENTON as secretary.

## COMING CONVENTIONS

November 1-3. West Virginia Education Association, at Wheeling. R. B. Marston, Charleston, secretary.

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November 2-3. Indiana Superintendents' Club, at LaPorte. C. B. Macy, Bremen, secretary.

November 2-3. Minnesota Education Association, at Minneapolis. Elizabeth Buckbee, Minneapolis, secretary.

November 2-4. Conference of Food Service Directors, at Baltimore, Md. Dorothea Behm, Syracuse, N. Y., secretary.

November 2-4. Illinois University High School Conference, at Urbana. A. W. Clevenger, Urbana, secretary.

November 2-4. Iowa Teachers' Association, at Des Moines. Agnes Samuelson, Des Moines, secretary.

November 2-4. Wisconsin Association of Secondary-School Principals, at Milwaukee. H. C. Ahrensbrak, Beaver Dam, secretary.

November 2-4. Wisconsin Education Association, at Milwaukee. O. H. Plenzke, Madison, secretary.

November 3. New York Teachers' Association (southeastern zone), at New York City. Celia M. Trudeau, Shrub Oak, secretary.

November 3-4. Kansas Teachers' Association, at Topeka. F. L. Pinet, Topeka, secretary.

November 3-4. New England Association of Teachers of English, at Worcester, Mass. Dr. A. B. DeMille, Winthrop, Mass., secretary.

November 8-10. Illinois Association of School Boards, at Peoria. A. D. McLarty, Springfield, secretary.

November 9-12. New Jersey Teachers' Association, at Atlantic City. S. C. Strong, West Orange, secretary.

November 10-11. Georgia Association of School Superintendents, at Atlanta. W. E. Knox, Gray, secretary.

November 15-18. Missouri Teachers' Association, at St. Louis. Thomas J. Walker, Columbia, secretary.

November 16. Massachusetts Superintendents' Association, at Boston. Burr J. Merriam, Framingham, secretary.

November 16-17. New England Association of School Superintendents, at Boston. Burr J. Merriam, Framingham, secretary.

November 16-18. Arizona Teachers' Association, at Phoenix. N. D. Pulliam, Phoenix, secretary.

November 21-24. Virginia Education Association, at Richmond. Francis S. Chase, Richmond, secretary.

November 30-December 2. National Council of Teachers of English, W. Wilbur Hatfield, Chicago, Ill., secretary.

November 30-December 2. Texas Teachers' Association, at San Antonio. B. B. Cobb, Fort Worth, secretary.

December 1. Texas Association of Elementary Principals and Supervisors, at San Antonio. A. E. Wells, Gladewater, secretary.



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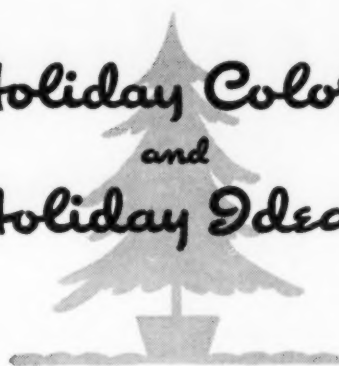
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### *School Board News*

#### 22,600 PARENTS BUY SCHOOL REPORTS

##### Knoxville Reports to the Community

The annual report of the Knoxville schools for 1938-39 consisted of a unique publication, 22,600 copies of which were bought by the people of Knoxville, Tenn., at ten cents per copy.

The report consisted of a sixteen-page special edition of the *Knoxville News-Sentinel*, and was devoted entirely to the health and physical-education program of the Knoxville city schools. The paper included complete statements of the program, prepared by Dr. Harry Clark, superintendent of schools, and by various members of the professional staff. Dr. P. M. Fitts, of the University of Tennessee, contributed a paper on "Mental Health"; Miss Elizabeth Sharp, supervisor of health education, wrote on "Nutrition Problems in the Schools"; Mrs. H. C. Sanford, chairman of the Parent-Teacher Association Central Committee on Alcohol and Narcotics, discussed the problem of teaching the ill effects of alcohol and other narcotics; Dr. O. B. Taylor, Negro schools physician, described the health work in the Knoxville Negro schools; Dr. John D. Moore, director of the school health program, wrote at length concerning the progress made in the fight against pupils' diseases. The orthopedic work of the schools was described by Dr. Jarrell Penn; and the school nurse wrote on "Medical Inspection Service." The photographic staff of the *News-Sentinel* provided a series of most interesting action pictures representing every phase of the health program, of the school play activities, of medical inspection, and of dental work.

In discussing the value of the report, Dr. Harry Clark stated that the entire community had been made aware of the valuable health services which

the schools are rendering in a manner and to an extent that would not have been possible through any other agency.

#### ATLANTA REPORTS ACTIVITY

The board of education of Atlanta, Ga., has received in the annual report of Supt. W. A. Sutton, an analysis of the work carried on by the architectural department, which is in charge of Mr. J. W. Kreis, registered architect, and which functions directly under the business department.

During the year, sixteen school buildings have been modernized, under the general supervision of Mr. Kreis. In addition, four buildings have been extensively repaired and improved. Mr. Kreis has drawn plans for new cafeterias in four elementary-school buildings, and has remodeled completely the cafeterias in three additional buildings. The department has drawn plans and supervised the construction of bleachers at the Booker Washington School.

The total outlay for the department amounted to \$155,932, of which \$136,356 was supplied by the Works Progress Administration.

During the year, a program of furniture and equipment repair was carried on by the maintenance department, under the general supervision of Mr. Walter C. Camp.

#### BOARDS OF EDUCATION

♦ Salina, Kans. The school board has been faced with the problem of vandalism and has asked that special police protection be provided for the protection of school properties. In one instance, expensive gutters and downspout pipe were destroyed and the drainage pipe filled with sand by boys. At another time eight windows were shot out of one building with an air rifle.

♦ St. Louis, Mo. The board of education has employed a psychiatrist to make diagnoses in cases of mental illness among school children. Dr. Robert M. Bell, instructor at the Washington University School of Medicine, will do the work

on a part-time basis. The psychiatrist will not prescribe for pupils, but will report the results of his findings, together with suggestions for treatment to parents.

♦ The school board of Ashland, Wis., has voted to cut the school term from nine and one-half months to nine months, the two weeks to be deducted during the spring. The action was taken to meet a shortage of funds and to prevent a cut in teachers' salaries.

♦ Supt. Harry A. Hunt, of Portsmouth, Va., has recommended that, during the school year 1939-40, the board of education lengthen the elementary-school course from eight to nine years so that the entire school service will embrace twelve years instead of eleven years of work.

Dr. Hunt has also urged that the long-standing practice of giving first-grade teachers a morning and an afternoon class be discontinued, so that these instructors have but one class daily. When the school finances improve, Dr. Hunt believes that the 10 per cent salary cut of 1932 should be restored.

♦ Rock Island, Ill. The school board has approved new graduation requirements, to become effective during the 1939-40 school year. The plan stipulates that all seniors must earn twelve units at the senior high school, with no credit allowed for subjects taken in the ninth grade.

♦ Davenport, Iowa. The school board has voted to observe two days as the Thanksgiving holiday, with schools closed on November 23 and 30. President Roosevelt advanced the holiday one week, and Governor Wilson ordered that the holiday be observed on the 30th.

♦ Fairhaven, Mass. The school board has voted to limit the education of high-school graduates at the town's expense to one year beyond the regular four-year course. The action limits post-graduate work to one year after graduation.

♦ Bay City, Mich. The school board has adopted a new policy, under which nonresident pupils will be admitted to any of the city schools

(Concluded on page 78)





## VOGEL PATENTED NUMBER TEN for SCHOOL CLOSETS

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BEAUTY ON A BUDGET is the keynote of this floor of Armstrong's Asphalt Tile in Western Reserve University's Eldred Hall. Colors: Pompeian and Spanish red.



## ARMSTRONG'S FLOORS ASPHALT TILE

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(Concluded from page 76)

provided the number of such pupils does not increase the enrollment in any classroom beyond thirty pupils.

♦ Newton, Mass. The school board has voted to adhere to a new rule recently passed, raising the age for admission to kindergartens from 4 years and 6 months to 4 years and 9 months. The action together with other retrenchment measures will result in a saving of \$60,000 during the school year, principally in salaries of the school personnel.

♦ Kansas City, Mo. Acting in conjunction with the Citizens' Public Survey Committee, the school board has voted to undertake an efficiency survey of the school system. Outside experts will be employed to conduct the survey.

♦ The Galveston, Tex., school board has adopted a resolution, that bids be advertised in the local newspapers when expenditures of \$250 or more are incurred.

♦ Ponca City, Okla. The school board will again conduct a free lunch program this year, under the supervision of the state welfare board. Approximately 250 free lunches were given every day to needy children during the last year.

♦ Hot Springs, Ark. The school board has approved a plan for a schedule of tuition charges, to be placed in effect for a one-month period, in order that the schools may be kept open for a nine-month term. The plan was left to the parents and citizens but the board indicated that failure to pay the tuition would mean that schools would be open only for an eight-month period.

♦ York, Nebr. The board of education has approved an accident-insurance plan, proposed by the athletic committee. Students in gymnasium classes, track, basketball, and football teams will be insured against stipulated injuries. The cost will be \$1 per student for all activities, including football, and 50 cents per student for activities except football.

♦ Waterloo, Iowa. The west-side school board has voted to revise its insurance program to

equalize the coverage on ten school buildings and to bring it into line with an appraisal, made by a New York firm, which showed a total value of \$1,376,150 for the ten buildings. Under the new coinsurance program, it is planned to carry insurance on 90 per cent of this amount, or \$1,238,535. The total insurance now carried is \$1,293,000, or a net excess of \$54,465, or 4.4 per cent.

In the insurance study, it was brought out that seven of the ten buildings are actually underinsured, and the other three are overinsured. The net overinsurance is a \$172,477 excess coverage on the West High School. The largest deficiencies are \$50,597 on the Edison School, and \$49,421 on the Lowell School.

♦ The Lake County, Minn., school board has accepted a tuition charge of \$100 per student set by the Ely school board for educating seven students from the seventh and eighth grades of Section 30 this year. The Lake County board had offered to pay \$75.

♦ The board of education of Battle Creek, Mich., has ruled that hereafter the free use of school buildings by nonschool groups is suspended. A rental charge will be exacted; namely, \$15 for the high school, and \$6 for the gymnasium. It is believed that between \$3,000 and \$4,000 in cost of extra lights will be saved.

♦ Youngstown, Ohio. The school board has adopted a new insurance program, distributing \$619,500 worth of school fire insurance among 56 local insurance agencies. The amount of the insurance is \$53,200 less than the former policy, due to the razing of some buildings and the sale of buildings previously covered. Fire and theft insurance on school buses, amounting to \$4,800, was awarded to a local insurance agency.

♦ Lockland, Ohio. The school board has been compelled to establish a nine-month school term this year, due to the fact that the State Foundation Fund will not pay school districts for more than a nine-month term.

♦ Culver City, Calif. The school board has authorized the superintendent of schools to em-

ploy a night watchman to protect the school property from night prowlers. The action was taken because of recent damage to property by vandals at the Culver City school grounds.

♦ Cleveland, Ohio. The school board has discontinued its long-standing joint-purchasing arrangement with the city in the buying of electric-light bulbs. In an effort to effect a greater saving, the board has called for bids for supplying the schools with \$7,500 worth of light bulbs annually. A local bidder, the Save Electric Company, offered a 42 per cent discount. Formerly, the board bought lamps on the city's contract which, by virtue of \$100,000 yearly purchases, carried a discount of 37 per cent on bulbs purchased from the Westinghouse Electric & Mfg. Company.

♦ Tulsa, Okla. The school board has indicated that it will ignore demands of the county excise board that it restore a 10 per cent cut in teachers' salaries, which was ordered when the excise board recommended a cut in the budget estimate of \$2,257,000.

Last year the board was \$147,000 short and approximately \$100,000 was cut from the teachers' salary account. This year's cut in the salary account amounts to more than \$150,000. The school board points out that a Supreme Court decision gives it power to determine the needs of each item in the budget.

♦ Indianapolis, Ind. The school board has sold \$300,000 in time warrants, in anticipation of tax collections. The warrants were sold to a group of Indianapolis banks whose bid was \$300,981.52. The interest rate is 1 per cent, as compared with a previous interest rate of  $\frac{3}{4}$  of 1 per cent.

♦ Ellsworth, Me. The high-school faculty and their wives, and the school-board members and their wives, held an informal meeting in the high school, on October 9. A banquet was served them in the domestic-science room of the school, under the direction of the head of the domestic-science department. After the dinner they retired to the school auditorium where motion pictures were shown on the new school sound projector.





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## New Books

### OBSERVE BOOK WEEK

Modern educational methods cannot function without books. Furthermore, it is suggested that it is particularly important during Book Week, November 12-18, for schools and libraries to plan programs which will stimulate special interest in the use of books by children, and the opportunity of owning and enjoying books the year round.

Emphasizing the need for a library in each school, the Office of Education, in Washington, D. C., has reported a wide selection of reading and reference books for children since about 1,000 children's books are published each year. Reference books which are authoritative, and have the information children need, are essential in every school, and if boys and girls do not learn to use books and read with enjoyment during school days, it means that books will never become necessary to them.

In urging the nation-wide cooperation of teachers and librarians in the year's observance of Book Week, Commissioner of Education John W. Studebaker has reiterated that there are still more than 42,000,000 persons in the United States without library service. County schools and county libraries, he says, can develop satisfactory book service for children and adults. Other important factors to consider during Book Week are whether library books are up to date and whether reference books include sufficient details for the correct interpretation of questions considered.

### NEW BOOKS

#### Floors and Floor Coverings

By Cornelia D. Plaister, Paper, 75 pages. Library Equipment Studies No. 2, 1939, of the American Library Association, Chicago, Ill.

This booklet takes up the entire question of

floor coverings for libraries, pointing out the advantages and disadvantages of common types of materials. Beginning with the history and description of floor coverings, the booklet takes up general specifications for laying, instructions for maintenance, and new developments. Definite recommendations are made for floor coverings in various departments of libraries, and much practical information on types of floors and maintenance is offered. A glossary of technical terms and a bibliography are included.

A similar study of school floors from a semi-official source would be valuable.

#### General Record Keeping

By Geo. H. Dalrymple and P. M. Heiges. Cloth, viii + 181 pages. Price, \$1.20. Gregg Publishing Company, New York, N. Y.

This one-year course proposes rather modestly to introduce students to the mechanics of personal record keeping and accounting. While it does all that and incidentally sets up habits of orderly thinking in personal business, it is in reality an introduction to the financing of small business and double-entry bookkeeping for any retail or service business. Practically every type of conventional business transaction worth considering is included in the numerous work projects, exercises, and discussion problems. As a substitute for technical courses in bookkeeping, the book appeals for its very useful and thorough introduction to the practical application of the subject to real life situations.

#### The Shifting of Federal Taxes and Its Implications for Public Schools

By Leslie L. Chisholm, Ph.D. Cloth, 84 pages. Published by the Journal of Experimental Education, Madison, Wis.

The study begins by showing what the several states are contributing for the support of the national government. In proportion to their population, some states contribute far more in federal taxes than do some others. At the same time, when the school population between the ages of 6 and 18 is estimated in the light of local tax

ability, the financially powerful states have proportionately fewer children than the states which are financially weak.

The author adheres closely to recognized authorities on taxation and hence travels along sound lines. He provides illuminating tables showing the taxes paid by the states into the national treasury during the years 1928 to 1937. The variations are striking. For instance, the people of Nevada paid in 1928 the sum of \$1,917,000 in federal taxes. New York State during the same year paid \$789,798,000. But, Nevada raised \$6,962,000 state and local tax revenue, while New York raised \$953,444,000 state and local revenue.

Dr. Chisholm, in his conclusions, holds that education's hope for adequate federal support rests upon three possibilities: (1) economic prosperity beyond the level experienced during 1928 and 1929; (2) tax reductions at the federal level to give a stronger economic base for state and local taxation, and (3) federal aid for education.

#### Seeing Our Country

Book II. By Walter B. Pitkin and Harold F. Hughes. Cloth, 384 pages. Price, \$1.60. The Macmillan Company, New York, N. Y.

This second volume of *Seeing Our Country* presents a picture of the industrial United States—north, south, east, and west. The authors bring the children into glass factories, steel mills, textile mills, paper mills, rayon factories, rubber factories, flour mills, sugar plants, and even motion-picture film plants. Splendid chapters tell how airplanes are constructed, how houses are built, and how foods are processed.

#### Directing Learning Through Class Management

By William F. Tidyman. Cloth, 535 pp. \$2.50.

Farrar & Rinehart, Inc., New York, N. Y.

This text for high-school teachers, takes up the class management and extracurricular activities of teachers which have some relation with teaching. It also discusses the general nonteaching activities of teachers.

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### TO PROFESSIONALIZE SCHOOL-BUSINESS ADMINISTRATION

(Continued from page 56)

which favors private operation of buses, (2) the North Carolina method under which the state pays the entire cost of transportation and the counties simply operate the buses, and (3) the Ohio plan which equalizes the state aid under a complicated plan of ten scientific criteria. Special features of local bus transportation systems in Utah and California were described as examples of situations which can be solved only on application of sound administrative planning. Dr. L. B. Herlihy, of the United States Office of Education, described a new system of transportation report and accounting forms which are suggested for uniform use in the states.

The round table on purchasing in small cities took up problems of selecting brushes, buying from local dealers, coal purchases, etc. The discussion in the round table on new building construction and maintenance ranged from boilers to floors, and from roofs to fire-exit drills.

#### The Wednesday Sessions

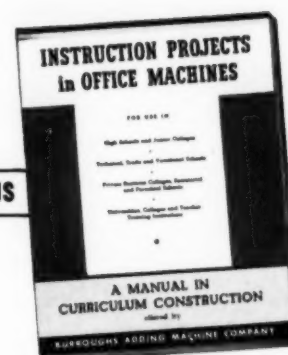
Mr. George W. Grill, as first speaker on the Wednesday program, held that the school-business official must be an educator and must cooperate to the fullest with the superintendent and the school board so that the educational aims of the schools are achieved. Using the device of a humorous conversation between a superintendent and a business manager, Mr. Grill restated the need for understanding the educational aims and procedures of the schools, and of harmonizing every step in budgeting, accounting, purchasing, financing, building construction and operation, personnel management, and general business direction with the educational welfare of the children.

Prof. Ward G. Reeder, of Ohio State University, after recounting the advance in school-business administration of the past thirty years, urged four main means of development which are open for attaining "Needed Improvements in Public-School Business Administration." There must be, he said,

a great man at the head of every business department because the story of every great achievement in business administration is the story of the man back of it. A second need is the development of adequate staffs of competent employees who have a true *esprit de corps*. School boards and the public generally must be educated to the needs and the value of good business administration. This involves continuous use of public relations and of publicity. Finally, the school-business managers, through their national and local associations, must develop the professionalization of their offices by (a) setting up basic requirements of employment, (b) standards of service and efficiency, (c) a professional attitude in all their work, (d) a code of ethics, and (e) legislation for certification of the office.

Departing entirely from the formal consideration of the school-business official as an executive with legal duties and prerogatives, Mr. F. J. DuFrain, Pontiac, Mich., urged a series of personal qualities and attitudes which are essential for success in the personal relationships of the school-business executive with his associates, and with the superintendent, the public, the school board, and the newspapermen. Prefixing his list of human qualities with the need for honesty in his relations and all his work, Mr. DuFrain urged that the executive must be progressive and open-minded; he must look and dress the part of a successful public official; he must cultivate a sense of humor. In all his contacts he must be genuinely courteous to visitors and must insist upon this attitude on the part of all his employees. Public relations especially through the press must be a matter of constant concern, and no surer means of happy relations with the newspapers is possible than friendly and helpful treatment of reporters and editors.

Dr. Gustave A. Moe, of Boston, outlined the findings and recommendations of the New York Regents' Survey on the Business Administration of Schools, and developed at length the principles which the survey has evolved for (a) organization, (b) budgets, (c) accounting, (d) reporting, and (e) personal administration.



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# Burroughs

#### An All-Inclusive Program

The session on Thursday morning involved a wide variety of topics reflecting the multitudinous duties performed by school-business executives. Reporting for the Committee on Insurance, Mr. W. N. Decker, of Altoona, Pa., stated that the work of the committee had now been completed and would shortly be published in pamphlet form. The final steps which the Association hopes will result in a very considerable reduction in fire-insurance problems are still to be taken. Mr. A. A. Knoll, of Long Beach, Cal., speaking on the work of the Committee on Cafeteria Costs, indicated that the outline of cafeteria cost accounting will be available within the next twelve months.

An informative paper on "The Chicago System of Textbook Administration" was read by Mr. Guy Jones, Assistant Director of the Division of Textbooks, Chicago, Ill.

Mr. Howard S. Gay, engineering examiner of the PWA, Washington, D. C., outlined the policies of his organization under which definite standards have been set up for insuring adequate returns in the form of safe and permanent school buildings erected in part at least with federal funds.

A most interesting insight into the principles of color selection and design for the decoration of schoolrooms was read by Cincinnati's veteran school architect, Mr. Frederick W. Garber. While the selection of colors is almost entirely within the field of taste and allows of no accurate discussion, there are certain rules and experiences which must be understood by school authorities. There is a distinct tendency toward the use of more and brighter colors in school buildings, and these must be applied with taste and discretion because color has an unconscious effect upon children and upon the instructional processes in which they take part. For schoolrooms of northern exposure, Mr. Garber would advocate nearly white ceilings and warm yellow walls, with darker tan or light brown dados and darker brown floors. For east exposures, he would recommend the same colors but in a lower key. For the south, he would use

(Concluded on page 82)



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(Concluded from page 80)

cooler colors, particularly greens. In the library, he advocated white ceilings, warm gray walls, and dark green dadoes and floors. In general, the classrooms should be quiet in color, except for the kindergartens and primary rooms. In the selection of color the artificial lighting of rooms must not be overlooked.

In closing the morning session, Mr. Calvin Skinner, director of the Bureau of Governmental Research for Cincinnati, urged that there is a great need for co-ordinating the local divisions of government in the interest of greater efficiency, service, and economy. In the past the schools have been isolated on the theory that they should not become involved in local politics. This isolation should be eliminated in the interest of all governmental departments. The mania for setting up independent services should not be continued, but existing agencies should be recognized, co-ordinated, and used cooperatively. Using the experience of Cincinnati and of Hamilton County, Mr. Skinner showed that considerable progress has been made toward eliminating duplications of service and improving the efficiency of all the local agencies through the Hamilton County Committee on Governmental Co-ordination and Cooperation. An outstanding job of this committee has been the cooperative buying, under which the county, the city, the schools, and the University of Cincinnati, and in a lesser way the public library, buy some 400 distinct items, a weekly exchange of information and experience. Mr. Skinner urged that the Cincinnati experience in tax collections, personnel administration, health service, public recreation, and the handling of delinquent children offered points of study that would help local school authorities solve many of their problems.

#### Educational Relationships

The convention took up on Thursday afternoon the very fruitful topic of "The Relationships of the Educational and Business Offices of School Boards." Dr. Ernest C. Ball, superintendent of schools at Memphis, Tenn., described a plan for

determining the economy of teacher-pupil ratios. Supt. Ben G. Graham, of Pittsburgh, Pa., described the very effective merit plan for appointing teachers and promoting them within the school system. The paper which aroused considerable discussion, made clear that a merit system that is sound in its underlying principles and is administered with unquestioned integrity, is a strong element in improving the teaching staff and in assuring the continuous growth of teachers in service.

Asst. Supt. F. C. Buros, of White Plains, N. Y., in discussing the work load of janitors, argued that these employees should not be used for educational services. Dr. E. T. Peterson, of the University of Iowa, read a most suggestive paper, outlining the scientific basis of "Working Relationships Between Educational and Business Administration of Schools."

The sectional meeting devoted to school-building planning and maintenance was crowded to the doors. Dr. I. O. Friswold, of the Minnesota State Department of Education, outlined the practical elements of planning the locker and shower facilities for physical education. Business Manager John W. Brown, of Elizabeth, N. J., contrasted the advantages and disadvantages of the contract system and the direct employee system of maintaining school buildings. Dr. N. E. Viles, Jefferson City, Mo., outlined recent progress in the study of school lighting, calling attention to the fact that extensive controversies concerning increased standards of illumination of school areas can be satisfactorily concluded only through extensive research by medical and psychological authorities, complementing the work of the engineers.

The round tables on Thursday evening were led by Mr. Edwin F. Nelson, Hartford, Conn., who discussed janitorial service; Mr. F. O. Washam, Chicago, who took up problems of cafeteria management; Mr. Albert Hodgins, who led in outlining methods of accounting for extracurricular activities. The round table on purchasing in larger cities, led by A. F. Nienhuser, of Cleveland, passed a resolution urging that cooperative

buying between schools and other governmental agencies be made a subject of committee investigation.

#### The Final Session

On Friday morning the broad problems of personnel management as these applied to the non-teaching staffs of school boards were discussed. The discussion included a general review and specific papers on small- and large-city situations.

#### Committee Reports

The Association has actively at work nine research committees. Each of these reported progress in the course of the convention. The Committee on Pupil Transportation is planning to limit its study to city situations and to two or three major problems of rural transportation. Chairman Charles D. Anderson predicted the completion of the preliminary report before the 1940 convention. Mr. John T. Cate reporting for the Committee on Playground Surfaces, stated that progress is being made. Mr. A. A. Knoll, head of the Committee on Cafeteria Costs, reported that 222 summaries of local accounting methods had been collected by the committee and that these would be digested and submitted to the Association. Mr. John W. Lewis reported progress in developing principles and standards for writing simplified specifications. As a result of the recommendations of President Roberts, a Committee on the Professionalization of School-Business Management was ordered to be organized by the incoming president.

The officers elected for 1940 were: President, Mr. John W. Lewis, business manager for the board of education, Baltimore, Md.; vice-president, Mr. John T. Cate, secretary of the board of education, Glendale, Calif.; secretary, Mr. H. W. Cramblet, clerk of the board of education, Pittsburgh, Pa.; treasurer, Mr. Albert Austermuhl, secretary of the board of education, Camden, N. J.; chairman of the executive committee, Mr. H. S. Mitchell, business manager of the board of education, Dearborn, Mich.; members of the executive committee, Mr. L. D. Shuter, assistant superintendent of schools, Columbus, Ohio, and Mr. H. C. Roberts, retiring president, Sioux City.



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## STATE ORGANIZATIONS OF SCHOOL DIRECTORS— WHY AND WHAT

(Concluded from page 20)

shape to bring the full force of our directorate to focus. But we were ready when the legislature met again this spring. Public opinion was marshaled against the intolerable features of the tenure act. Local boards were put on the trail of their representatives. Our secretary, aided by the board of directors and legislative committee, mapped all moves and did a first-class job of lobbying—if lobbying means keeping up contacts and supplying information the legislators want. We did no entertaining. As a result, nearly all of the iniquitous features of the tenure act were corrected by amendments so that it now shows some signs of workability.

May I say we were not militant from our own choice. We solicited conference after conference with the teacher organizations in an effort to present a solid front of the educational forces on the changes sought. But they were so sure of their power that we were repulsed on every side and had to go it alone. While we view with sorrow this apparent cleavage, yet this victory has set the Pennsylvania State School Directors Association for all time in the hearts of its members and has established the prestige of the association as a force to be reckoned with. May I say that, for the first time in the history of our association, three fourths of our program was enacted into law.

I cannot urge too strongly that state associations pass from the convention type to the year-round functioning type. A full-time executive secretary—and be sure to choose the right man—is the key to the situation. He forms the thread of continuity through the years as boards come and go. Then, too, be sure that you have strong, aggressive leadership for officers and directors.

Our governing board meets four times each year. Let this board run the show and strength will flow from them to the officers. A good organization must be strong both centrally and decentrally. There must be ways of tapping an upsurge from counties and districts if you are to escape being a top-heavy organization. It should always be the policy of the association to work with the State Department of Public Instruction and with professional groups, especially where a cooperative attitude is evinced.

The state school directors association does not seek to crowd others off the stage. All it asks is to be heard, to be respected, and to be allowed to make its contribution to public education. Wherever there is teamwork—and there should always be teamwork—we are prepared to pull our share of the load in the modest manner that most school boards perform their tasks. The proud distinction is ours, each state association, that we are the least removed from the "grass roots" that sustain our schools—the people themselves—and

that we are the greatest organized lay body devoted to the welfare of a free public-school system.

## COMMON ERRORS IN FINANCIAL REPORTS

(Continued from page 30)

figures presented. These misgivings arise from personal experience with the accounting methods used in several districts, and from discussion of the problem with other school administrators and board members.

In some cases all cash disbursements except those called capital outlay are reported; in others payments of principal and interest on bonds are included. It is apparent that a bond issue which is being retired over a thirty-year period will give an entirely different set of figures than one which will be paid in fifteen years, even though the buildings erected from the proceeds of the issue are identical. In still other cases interest on invested capital is charged, invested capital meaning original cost of school sites, buildings, and equipment. Other variations could be mentioned, but these will suffice to show a surprising lack of uniformity in accounting practices.

The remedy for this chaotic situation is quite obvious. It is a simple application of the fundamental principles of accounting as they are used in private enterprise. The work involved would, of course, require some knowledge of accounting principles. The secretary of the school board is usually charged with the duty of keeping the finan-

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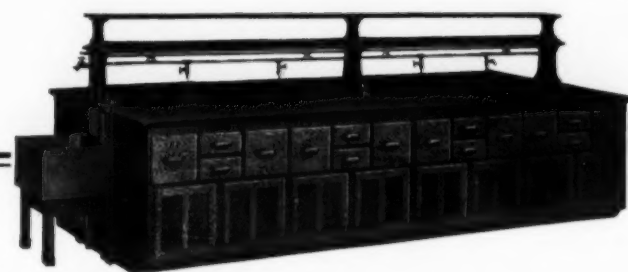


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cial records of the district. This officer in the smaller communities is often a member of the board, and there is no guarantee that he will be trained in accounting methods. Generally the law permits the selection of a nonmember to serve as secretary if the board sees fit to exercise the privilege. If the secretary were chosen because of his knowledge of the accounting field instead of his status as a member of the school board, the result would be greater permanency of tenure and better records.

Possibly the most satisfactory solution would be to place the accounting system under the superintendent in small communities. It is true that many superintendents lack training in this field at present. However, it would be quite possible to include a course in elementary accounting with emphasis on those phases particularly applicable to schools, as a requirement for the supervisory and administrative certificate now issued in many states.

We complain because school patrons and taxpayers lack understanding of school problems. If we would improve this situation, we must see that they get understandable data regarding these problems.

### THE LIBRARY CALLING ALL SCHOOL ADMINISTRATORS

(Concluded from page 22)

were shining with interest, but he said sadly, "Yes, I know it, but I done handed in my paper yesterday." Research and interest, we are finding, are not reserved for the grammatically correct.

Vocational topics are of unending interest to today's youth. Periodical indexes and current magazines come alive to those seeking vocational information, and librarians and social-science classes can do much together. Calls for literature on jobs have become so insistent that I have been obliged to build a job information file, and the most popular folder in it is the one labeled *Applications for Positions*, which is full of practical hints to job applicants. A recent exhibit on a large library bulletin board of vocational themes with the writers' names prominently displayed, attracted more pupil interest and comment than anything we have ever shown.

Our hour had stretched itself into three when the instructor took a hand. "As a conclusion to our seminar on the library, what parting thought would you like to leave with us?" he interrogated. "You say there are superintendents here?" I countered, "Men who really hire?" "Yes, and fire, too," he answered.

"Then," I said earnestly, "first let me suggest this: When you hire your next librarian, get the best trained one you can find. Don't take one of your old, worn-out teachers and put her in the library. Get an attractive person with the same educational background as your teachers, plus her library training, so that she will command the respect of your faculty. Then pay her on the same basis.

"And second, make adequate appropriation for your library. It serves the whole school. A library must have books if it is

to be an effective service agency.

"And last, help your teachers to become library-minded. Encourage them to take courses in library methods. And — go yourself to the library often. Work at the desk an hour or so a week. Those hours will tell you more about your school than many spent visiting classrooms."

### MODERNIZING EQUIPMENT FOR THE FOOD LABORATORY

(Concluded from page 53)

which will be best for the work to be done as well as for the proper arrangement. An equipment engineer's help is almost indispensable to secure the greatest comfort; the most advantageous equipment and, therefore, the greatest satisfaction for the money invested.

### SCHOOL-BOND SALES

During the month of September, 1939, school-bond sales were made in the amount of \$2,136,145. The average interest rate was 3.30 per cent, as against 3.21 for August.

During the month, short-term notes, tax-anticipation warrants, etc., were issued in the amount of \$6,740,532. The largest sale was in the amount of \$2,860,000 in the State of California.

### SCHOOL-BUILDING CONSTRUCTION

During the month of September, Dodge reports contracts let for 222 school and college buildings, involving a total construction cost of \$8,678,000.

During the same period, contracts were let for 12 laboratory and science buildings, costing \$270,000, and for 63 libraries and museums, costing \$1,192,000.

During the month of September, 1939, in 11 states west of the Rocky Mountains, contracts were let for 6 school buildings, costing \$215,000. Three additional buildings were projected, to cost \$862,000.



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# POWERS

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## THE LEGALITY OF CONTRACTS FOR SCHOOL BUILDINGS

(Concluded from page 44)

the school district is liable for the benefits received by a contract illegally increasing the indebtedness of the district beyond the limit fixed by the statute. It has been decided in some cases<sup>18</sup> that, if a school district has received the benefits of a contract illegally increasing indebtedness of the district, it is not rendered liable on an implied contract to pay a *quantum meruit*. This is on the ground that persons dealing with public officers do so at their own peril, and are charged with a full knowledge of the rights and powers of these agents and officers to make contracts which will bind their principals.<sup>19</sup>

Although a school district is not liable on an implied contract to pay a *quantum meruit*, it may be held on principles of equity to return that which it has obtained and holds by means of a contract which it had no authority to make, whether the thing obtained be money or property.<sup>20</sup> Furthermore, if a contract illegally increasing indebtedness is fully performed; and payment is made before any protest is

made, the district cannot recover the amount paid from the directors unless there has been fraud. The law will not permit taxpayers to acquiesce silently to the securing of benefits of a contract, and then after it is fully performed and benefits paid for, retain the benefits and make the directors personally pay for them.<sup>21</sup>

In some states<sup>22</sup> the district board or some of its members are authorized, either in express statutory terms or by implication, to incur expenses for the district in limited sums beyond the debt limit. However, this power to bind the district is strictly limited to the purposes named in the statute.

<sup>18</sup>*Kenmare School District No. 28 v. Cole*, 36 N. D. 32, 161 N. W. 542.

<sup>19</sup>*Conklin v. School District*, 22 Kan. 54.

*School District v. Snell*, 24 Mich. 350.

*Gibson v. School*, 36 Mich. 404.

*John v. School District*, 67 Mo. 319.

## THE SCHOOL FIRE-EXIT DRILL

(Continued from page 41)

evacuation of the buildings both for fire-exit drills and in a few cases for actual fires. Once each year a simultaneous drill is conducted at a time known only to the principals of the schools. Written reports of these drills, showing the number of pupils in each school building and the time required for complete evacuation, are sent to the central office for review by the administrative staff and by the board of education.

### Rules for Fire-Exit Drills

Fire-Exit Drills shall be conducted in each school building throughout the school year in order that the pupils and teachers may become familiar with exits and accustomed to passing out of the building quickly and without confusion in case of emergency.

There shall be at least twelve Fire-Exit Drills each year in each school building, eight of which shall be held between September 1 and December 1, one at the beginning of the second semester and the remaining in the spring.

The same system of fire alarm and fire drill shall be maintained in every school building so that teachers and pupils who are transferred from one school to another will always understand the system in use.

### Signals

The FIRE DRILL signal shall be given by the ringing of single-stroke electric bells of distinctive tone. These bells shall not be used for any purpose other than FIRE DRILL, and when they ring all occupants shall leave the building.

The recall signal shall be the orange flags displayed at the entrances outside of the building and NO OTHER METHOD OF RECALL SHALL BE USED. In some cases it might be advisable to have the pupils holding the recall flags stand a short distance out from the entrances and hold the flags as high as possible so as to afford the students a better view of the same. The principal shall be responsible for the displaying of the recall flags.

If an alarm should be sounded without the knowledge of the principal or janitor, it is probably due to the breaking of the glass in one of the stations. The drill should go through the same as a prearranged drill. The janitor should quickly find the station with the broken glass and pull the hook down so that the alarm will stop as soon as the cycle is completed. In such

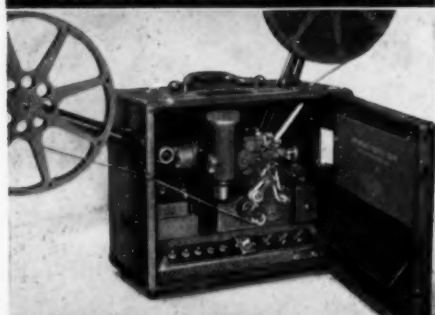
<sup>18</sup>*Kenmare School District No. 28 v. Cole*, 36 N. D. 32, 161 N. W. 542.

<sup>19</sup>*McGillivray v. Joint School District*, 112 Wis. 354, 88 N. W. 310.

<sup>20</sup>*Bartelton v. International School District No. 5*, 174 N. W. 28.

<sup>21</sup>*Moe v. Millard County School District*, 54 Utah 144.

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a case it is the duty of the principal to ascertain whether or not there is a real fire before displaying the recall flags.

The malicious breaking of glasses should be properly disciplined so as to eliminate the sending in of the alarm from this cause. The principal should occasionally send in the alarm by breaking glass in various stations and pulling hook down. This will test out these stations.

The teachers leading the pupils to the exits should be instructed that in case their regular exit is blocked to turn around and lead the pupils to the next nearest exit. This is very important in case of an exit blocked by fire and occasionally the actual blocking of an exit should be made to test out this procedure.

The recall-signal flags should be kept securely locked in the office of the principal to prevent their being displayed by mistake at exits in case of a real fire in the building.

### Organization

The principal shall be in complete charge of all fire drills. He shall fix the time for holding drills and keep a record thereof, showing the time required to effect the dismissal of the entire school, and shall enforce measures of discipline for the failure of any teacher or pupil to observe fully all the rules and requirements. He shall designate assistants, who, subject to his authority, shall have general direction of drill exercises. He shall report the number of fire drills on the monthly report to the superintendent of schools.

The teacher in each classroom shall be in personal charge of the pupils in that room, and shall be held accountable for the discipline of the class.

### Exits and Directions

Preference shall be given to the smaller children in the kindergarten and primary grades in the assignment of exits.

Each exit shall be assigned a letter or number, which in letters at least four inches high shall be placed above the doors in such a manner that it can be read from school corridors.

In each classroom shall be placed a fire-drill card, about 12 by 15 in. in size, properly filled out in letters that can be easily read, showing room number, the direction in which the class shall turn upon leaving the room, the class to be followed by the pupils in this room, the general directions for passage through corridors and stairways, and the exit to be used. On this card shall be also printed instructions for a fire drill and recall.

Arrows or other directional signs should be placed in corridors and particularly at stairways to indicate locations of exits.

In the execution of a fire drill, the principal or the person appointed by the principal to direct the drill, shall proceed as follows:

Assign as many boys as there are exits to act as monitors and display the recall-signal flags. After these boys leave the building with their respective groups, they will report to the principal, or the person in charge of the drill, at some predesignated point. There they will be handed the recall flags which they will take in a rolled-up position to the exits, unroll and display upon a signal from principal.

At the first sound of the fire-alarm bells, the pupils shall fall in line under the direction of their teachers, and march out of the building at a lively walk in an orderly manner in their regular organized formation and in accordance with the general rules for fire drills. Pupils shall NOT be allowed to RUN.

The teacher of the grade nearest to the exit shall lead each line out of the building. The teacher of the next grade in line shall lead her class to the rear of the line of the leading class where she shall leave them to follow the leading class, and return to her room to make a thorough inspection of the rooms and wardrobes just vacated by her class and that of the leading grade, to see that all pupils are in line. This teacher shall then see that the pupils of both grades shall keep in line and leave the building

promptly. The teacher of the third class in line shall lead the pupils out of the room and to the rear of the line made up of the pupils from the first and second rooms, leaving her class to follow the pupils from the second room and returning to her room and wardrobes shall make sure that all pupils are in line. The teachers of subsequent grades shall do likewise. The teacher in classroom nearest to each toilet room, after leading pupils from room to their place in line and inspecting the room and wardrobes to see that all pupils are in line, shall make a thorough inspection of the toilet room to see that no pupils remain in this room.

### General Rules

1. At the first sound of the fire-alarm bells, the pupils shall fall in line and march out of the building at a lively walk in an orderly manner in their regular organized formation for fire drills. Pupils shall NOT RUN.

2. The teacher in each classroom shall be in personal charge of the pupils in that room.

3. Pupils or teachers shall not stop or step out of line to get wraps or other belongings.

4. Pupils who may be in the basement, in toilet rooms, or in rooms other than their classrooms at the time of the drill, shall be instructed to join the nearest line.

5. Each teacher shall warn her pupils as they prepare to leave the building to report immediately to their parents in case they are not recalled to the building.

6. At the first sound of the fire-alarm bells, the engineer-janitor shall shut down ventilating equipment, close drafts on boilers, and perform any other service as directed by the principal.

7. In case of a real fire, the principal shall see that a fire alarm is sent to fire headquarters by street fire-alarm box, and by telephone.

8. If there is no fire, the recall-signal flags shall be displayed at all exits as soon as all pupils and teachers have left the building. The pupils and teachers shall then return in an orderly manner to their classrooms.

9. It shall be the duty of the principal to see that supply teachers are informed of the rules and regulations of fire drills and location of exits before taking charge of a class.

10. It shall be the duty of the principal to see that at the beginning of each semester the teachers and janitorial staff are instructed and given practice in the operation of the fire alarm.

11. The school janitor shall, under the direction of the principal, make daily inspections of the fire-alarm equipment, exits, and the building in general, to eliminate fire hazards.

12. The fire escapes shall be used in the fire drill in accordance with the directions of the principal.

13. The principal shall be responsible for testing out the fire-alarm system before the opening of each day- or evening-school session.

### The Fire-Alarm System

The bells used for the fire alarm are single-stroke bells of distinctive tone, which are not to be used for any purpose other than fire drill. When these bells ring, all occupants shall leave the building.

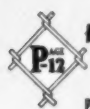
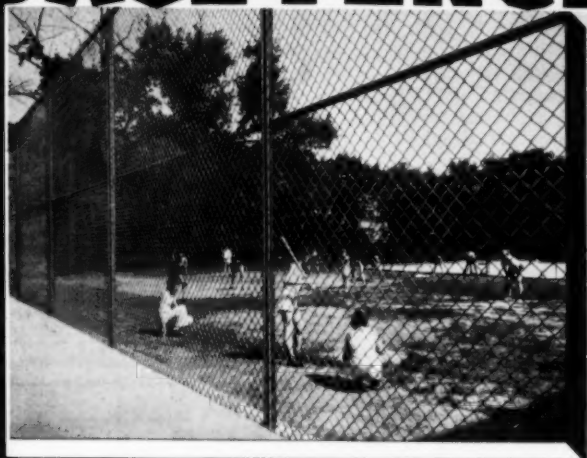
The fire alarm is sounded by breaking the glass and pulling the hook down in one of the red fire-alarm stations located in the corridors. This will set the equipment in operation to ring the bells for a predetermined period. The breaking of the glass will automatically set the equipment in operation but unless the hook is pulled down, the equipment will continue to operate until the glass is replaced, in the station. It is, therefore, important to BREAK GLASS AND PULL HOOK DOWN.

In buildings where it seems desirable, automatic engine- and motor-stopping devices may be installed and connected with the fire-alarm system so they will automatically shut down ventilating fans, etc., at the first sound of the fire-alarm bells.

All stairs, stair enclosures and exit doors shall conform to the Building Exits Code of the National Fire Protection Association.



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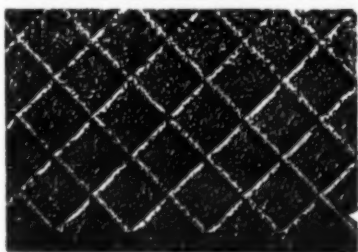
RED DOT No. 35 operates by click and sight, No. 36 by sight only. No. 1 finish is all steel hasp cadmium plated, black face. No. 3 finish all-steel hasp, cadmium rust-proof. Natural color, lacquered face. All locks available in Master Key types at slightly higher prices. We also manufacture a built-in type Locker Lock, plain and master keyed.

**THE J. B. MILLER KEYLESS LOCK CO.**  
200 Lock Street Kent, Ohio



Red Dot No. 35

*Send for sample of lock you are interested in.*



## FERALUN Anti-Slip Treads

PREVENT ACCIDENTS  
ON STAIRS and FLOORS

A hard metal matrix into which is cast an abrasive next in hardness to the diamond, assuring durability and anti-slip efficiency.

SPECIFY FERALUN AND BE SURE  
(Also Bronzalun, Alumalun and Niclalun)  
**AMERICAN ABRASIVE METALS CO.**  
IRVINGTON, N. J.



### DAMPER CONTROL MOTOR

The Microtrol provides speed and accuracy, and complete elimination of "hunting" difficulties, in the automatic positioning of dampers on heating, ventilating, and air conditioning systems. Write for further information.

## BARBER-COLMAN

ELECTRIC SYSTEM OF TEMPERATURE CONTROL

*Complete Equipment*

BARBER-COLMAN COMPANY

ROCKFORD, ILLINOIS



**14 YEARS**  
of Unparalleled  
Service Has  
Made **Every**  
Buyer Proud  
of the Purchase  
of

"CLARIN CHAIRS"

**CLARIN MANUFACTURING CO.**  
4640 W. Harrison St. Chicago, Ill.

## After The Meeting

### She Was Good in Arithmetic

Superintendent A. B. Garcelon of Uxbridge, Mass., relates an incident which occurred in one of the local schools.

Janet, a nine-year-old girl, came home from school the first day and proudly showed her arithmetic and spelling papers to her father. He looked at them and shouted, "Do you mean to tell me that you did not get one hundred per cent in your work!"

"But, daddy," she said placatingly, "hardly anybody got one hundred. Teacher says I am good in arithmetic."

"That is no excuse for you," said father with conviction. "I always came home with one hundred per cent on my arithmetic and spelling papers and you can do it, too, if you try hard."

"I bet you did not get one hundred per cent in geography and history, daddy," said Janet.

"Never mind that, you see that you get one hundred tomorrow," said her father hastily.

The next day Janet came home and her father remembered to ask for her papers.

"I got one hundred per cent," said Janet, producing them. "See, fifty in arithmetic and fifty in spelling."

### Could Afford It

He is a famous college professor, known for his advocacy of progressive education. During a recent lecture tour he was the guest of a former student who is married and now is the proud mother of two children.

In spite of his openly expressed views on child freedom and self-expression, the professor was sorely puzzled by the activities of the children, one of whom was making what used to be called "mud pies" on the living-room floor, while the other was driving nails into a mahogany table.

"I beg your pardon," said the professor. "But don't you find it expensive to let your children play in the living room as they do?"

"Oh, no!" said the mother with a laugh. "My husband works for a large building contractor and buys nails and clay wholesale."

### Advice for the Experienced

Dean of Women—You should always be particular about details. It's the little things that tell.

Mary—I know that. I have three small sisters.



An English geographic definition: "The Equator is a Maginot line running round the world." — Punch.

## School Buyers' News

### How to Plan a School Workshop

A practical manual of school-shop layouts has just been issued by the Delta Manufacturing Company, Milwaukee, Wis., offering authoritative material on actual accomplishments in school shops.

The booklet shows a number of photographs and plans of typical school workshops in various sections of the country, and gives a cross section of schools having the best type of facilities and equipment for shopwork. The last part of the booklet contains typical arrangements for individual machines and directions for obtaining the most out of each shop unit.

The booklet is suggestive of the most complete, efficient, and worth-while shop which can be obtained with the amount of money available.

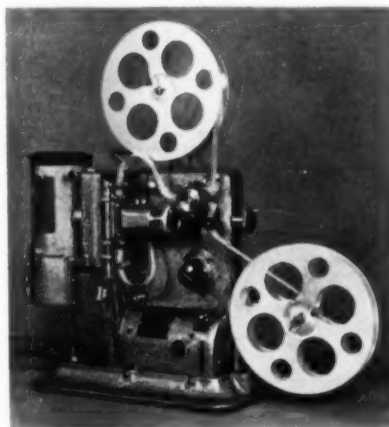
### Announce New Stencil Paper

The American Crayon Company, Sandusky, Ohio, has announced as an addition to its line of school material a fine stencil paper, known as E-Z Cut stencil paper. This paper has all of the advantages of the more costly imported papers, in addition to a number of improvements.

In using the E-Z Cut paper, outlines may be traced directly, eliminating the use of carbon paper to transfer the design. It is easily cut, making the use of heavy, oiled-craft stencil board unnecessary. The paper lends itself to delicate and accurate cutting and a slight "tackiness" eliminates slippage.

### New Victor Silent 16 Projector

The new Victor 16 projector, just announced by the Victor Animatograph Company, Davenport, Iowa, has a number of outstanding features, including disappearing reel arms which securely lock into place when extended, and snap back



New Victor "Silent 16" Projector.

into the body and out of the way. The projector has fewer moving parts, a new shuttle assembly, and is entirely quiet in operation. It is simple to operate and gives a new brilliance to pictures. An automatic "rewind" is a big time-saver and convenience.

Complete information and prices are available upon request.

### New Steel-Wooling Machine

The Hillyard Chemical Company, St. Joseph, Mo., has announced a new steel-wooling machine, the "Steeltonian 20," which provides a practical, economical way to clean and polish many types of floors.

The "Steeltonian" burnishes the floor, seals out dirt and moisture, produces a smooth, non-slippery surface which requires no scrubbing or mopping. It is sturdily built, the frame being constructed of electrically welded steel, and there are no expensive drums to buy or replace. The



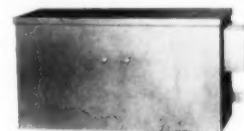
Steeltonian 20 for School Floors.

machine cuts a 20-in. swath across the floor and is so perfectly balanced that it requires no effort to operate.

The "Steeltonian" has been thoroughly tested and is the result of a study covering a third of a century in the manufacture of machines of this kind.

### New Electric Static Pressure Regulator

The Minneapolis-Honeywell Regulator Company, Minneapolis, Minn., has announced a new Type P-212A electric static pressure regulator for use in connection with a "Series 60" floating device, to control the static pressure in the dis-



New M-H Static Pressure Regulator.

charge duct of a fan system, to control the overdraft in a combustion chamber, or similar uses where definite static pressure conditions are to be maintained.

Complete information is available by writing to the Minneapolis-Honeywell Regulator Company at 2950 Fourth Ave., South, Minneapolis, Minn.

### New Ditto Duplicator

Ditto, Inc., Chicago, Ill., has announced a hi-speed, automatic, self-feeding, and electrically driven duplicator, which is capable of producing 500 copies direct from the original writing, without stencils or type.



New Ditto School Duplicator.



The new duplicator, designed for rapid duplicating, will produce 70 bright copies per minute, with perfect registration, at a cost of about 4 cents per hundred. Tissue or card stock may be used; any size paper up to 9 by 17 is practicable, and four colors may be produced in a single operation.

Complete information is available upon request.

#### New Auditorium Chairs

The American Seating Company, Grand Rapids, Mich., has announced its new peerless "Bodiform" and "Avion" theater chairs for school auditoriums and assembly rooms.

These new theater chairs emphasize streamline beauty, have harmonizing color combinations, and are conspicuous for economy of space, maximum comfort, latest design, and long service life. New construction principles assure high standards of comfort, durability, and serviceability; ball-bearing hinges insure easy, silent, and balanced action; seat and back are adapted to floor incline; and the seat construction is graduated to body pressure, insuring maximum comfort.

The firm has prepared an illustrated four-page circular on these new chairs which it will send to any school official upon request.

#### POLITICS BLAMED FOR TEACHER TURNOVER IN TENNESSEE

Why do school teachers in Tennessee change jobs? In a University of Tennessee survey, made by Robert T. Carter, of Blountville, covering representative superintendents of the state, only "low pay" ranked above "patronage" as a cause of changes.

The reason for teacher turnover was surveyed, since it would affect the relative percentage of men and women employed in the educational systems.

In a composite rating, low salary was first; politics, second; marriage, third; being unsuccessful, fourth; and receipt of year-round employment, fifth.

The fact that politics was in second place, while failure to succeed—efficiency as a teacher

—was fourth, indicates the selection and tenure of teachers in the public schools are not on a very sound basis.

#### NASSAU COUNTY SCHOOLMEN'S COUNCIL

Long Island, N. Y., boasts a most active professional organization known as the Nassau County Schoolmen's Council. Its quarterly meetings are characterized by good fellowship and keen interest in the presentation of viewpoints on world affairs by eminent guest speakers. In addition to the entertainment features of the meetings, the sports and recreation committee arranges activities, golf, tennis, bowling, volley ball, table tennis for the members.

The membership committee predicts an enrollment of over 500 members this year. The legislative committee will continue the fine work of keeping its members informed of pending legislation.

The officers of the association are: President, E. H. LeBarron, Hicksville; vice-president, John K. Archer, Malverne; secretary, Glenn G. Halladay, Oyster Bay; treasurer, Jules A. Holub, Hicksville.

#### AID TO NEEDY STUDENTS

Aubrey Williams, administrator of the National Youth Administration, has announced special allotments of NYA student aid funds totalling \$120,000 to provide additional assistance to needy students in drought-stricken areas of eight states of the Union. The allotments became available immediately and were used in those counties of the eight states where a survey showed that special needs existed because of continued drought conditions. The allocations were made on the basis of need and ranged from \$5,000 to \$18,000 for general school aid, and from \$5,000 to \$10,000 for college aid.

Increased allotments have been made to two states, Oklahoma and Utah, where there existed an extraordinary need because of the conditions. The regular allotments to Oklahoma for the academic year 1939-40 were \$340,502 for school

aid, and \$325,000 for college aid. In Utah the allotments were \$70,996 for school aid, and \$142,425 for college aid.

#### OFFERS JANITOR TRAINING

The Nevada State Board of Education, with the cooperation of its vocational-education division, has engaged an instructor to give special training to school janitors. This instructor will be available at teachers' institutes where the janitors of public and private schools, as well as the principals and superintendents, will be welcome to attend the classes in school housekeeping, and heating and ventilation.

#### PROGRESS IN NEVADA, MISSOURI

During the school year 1938-39 a vocational agriculture department was added to the high school at Nevada, Mo. Mr. Darrell M. Young is in charge of the department. A school nurse has been employed with the opening of the school year 1939-40. Miss Lavada Windler has been employed for this work. A program of speech correction has been inaugurated this year, with Miss Arlene Danielson in charge.

The school year was begun with an enrollment of 931 in the junior-senior high school, and 698 in the elementary school.

Two additional bus routes have been added this year, making it necessary to purchase a new bus. Five buses are now being used for transporting pupils to the city schools.

#### OFFER DISTRIBUTIVE-EDUCATION

The board of education of Rockford, Ill., has cooperated with Rockford merchants in initiating a cooperative-education program in retail selling, and in providing more opportunities for training those who sell.

The program sets up a cooperative training course for postgraduate students of the senior high school, in which participating students must devote at least two periods of school time to subjects related to the distribution of merchandise, and must spend as many hours working in one of the department or retail stores as the total time spent in school.

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**WYANDOTTE STERI-CHLOR**, a chlorine germicide for all school uses. In locker-rooms, showers, foot-baths, toilets — in halls and classrooms — Steri-Chlor gives sure, odorless protection against germs. Easy to use — inexpensive — long-lasting.

**FREQUENTLY**, problems in proper school maintenance cleaning arise to trouble those in charge. The Wyandotte Service Representatives are in daily touch with almost every kind of cleaning; their problem is the same as yours — to achieve the most efficient

cleaning methods and materials at the lowest cost consistent with satisfactory results, therefore *your* Wyandotte Service Representative can help to solve *your* cleaning problems. Phone or write for him to call. There is absolutely no obligation to buy.



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